



MASSACHUSETTS HALL

BOWDOIN COLLEGE BULLETIN

Number 370

CATALOGUE FOR THE
Sessions of 1968-1969



September 1968

BRUNSWICK, MAINE

Bowdoin College Bulletin

Sessions of 1968-1969

Number 370



This Bulletin is published by Bowdoin College four times during the College Year: September, December, March, and June. Second-class postage paid at Brunswick, Maine.

Printed by The Anthoensen Press, Portland, Maine



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COLLEGE CALENDAR

1968-1969

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September 17, Tuesday. Rooms ready for occupancy by upperclassmen for the Fall Semester.

September 19, Thursday. Rooms ready for occupancy by Freshmen for the Fall Semester.

September 20, Friday. Placement tests and conferences for Freshmen.

September 23, Monday. Fall Semester of the 167th academic year begins at 8:00 A.M. All students required to be in residence. Registration.

September 24, Tuesday. Opening Convocation exercises at 11:30 A.M. in the First Parish Church.

September 25, Wednesday. First classes.

October 1, Tuesday. Evening major meetings.

October 11, Friday. James Bowdoin Day.

October 12, Saturday. Parents' Day.

October 15, Tuesday. Evening major meetings.

October 17, Thursday. Special convocation for the awarding of the Bowdoin Prize.

October 19, Saturday. Alumni Day. A holiday.

October 23, Wednesday. Freshman review.

October 29, Tuesday. Evening major meetings.

November 12, Tuesday. Evening major meetings.

November 18, Monday. Midsemester review of classes.

November 27, Wednesday. Thanksgiving recess begins, 12:00 noon.

December 2, Monday. Thanksgiving recess ends, 8:00 A.M.

December 2, Monday. Last day for filing applications for scholarship aid during the Spring Semester.

December 3, Tuesday. Evening major meetings.

December 19, Thursday. Christmas vacation begins, 12:00 noon.

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January 6, Monday. Christmas vacation ends, 8:00 A.M.

January 7, Tuesday. Evening major meetings.

January 22-February 1, Wednesday-Saturday. Review period and examinations of the Fall Semester.

January 31, Friday. Stated Winter meetings of the Governing Boards.

February 5, Wednesday. Spring Semester begins, 8:00 A.M.

February 11, Tuesday. Evening major meetings.

February 15, Saturday. Winter House Party. A holiday.

February 25, Tuesday. Evening major meetings.

March 11, Tuesday. Evening major meetings.

March 21, Friday. Spring vacation begins, 12:00 noon.

April 1, Tuesday. Spring vacation ends, 8:00 A.M.

April 1, Tuesday. Last day for filing applications for scholarship aid for the academic year 1969-1970.

April 4, Friday. Midsemester review of classes.

April 8, Tuesday. Evening major meetings.

April 22, Tuesday. Evening major meetings.

May 6, Tuesday. Evening major meetings.

May 10, Saturday. Ivy Day. A holiday.

May 19, Monday. Last day for filing applications for all graduate scholarships.

May 24, Saturday. Last day of classes of the Spring Semester.

May 26-June 10, Monday-Tuesday. Review period and examinations of the Spring Semester.

May 28-29, Wednesday-Thursday. Written major examinations for Seniors.

May 30-31, Friday-Saturday. Oral major examinations for Seniors.

June 12, Thursday. Stated meetings of the Governing Boards.

June 13, Friday. Commissioning Exercises of the United States Army Reserve, Walker Art Building terrace, 11:00 A.M.

1969

June 14, Saturday. The 164th Commencement Exercises in the New Gymnasium, 10:00 A.M.

September 16, Tuesday. Rooms ready for occupancy by upperclassmen for the Fall Semester.

September 18, Thursday. Rooms ready for occupancy by Freshmen for the Fall Semester.

September 19, Friday. Placement tests and conferences for Freshmen.

September 22, Monday. Fall Semester of the 168th academic year begins at 8:00 A.M. All students required to be in residence. Registration.

September 23, Tuesday. Opening Convocation exercises at 11:30 A.M. in the First Parish Church.

September 24, Wednesday. First classes.

November 26, Wednesday. Thanksgiving recess begins, 12:00 noon.

December 1, Monday. Thanksgiving recess ends, 8:00 A.M.

December 17, Wednesday. Christmas vacation begins, 12:00 noon.

1970

January 5, Monday. Christmas vacation ends, 8:00 A.M.

January 21-31, Wednesday-Saturday. Review period and examinations of the Fall Semester.

February 4, Wednesday. Spring Semester begins.

March 27, Friday. Spring vacation begins, 12:00 noon.

April 7, Tuesday. Spring vacation ends, 8:00 A.M.

May 16, Saturday. Ivy Day. A holiday.

May 25-June 9, Monday-Tuesday. Review period and examinations of the Spring Semester.

June 13, Saturday. The 165th Commencement Exercises.

Bowdoin College: a Historical Sketch

BOWDOIN College was established by charter from the General Court of Massachusetts, June 24, 1794, after repeated petitions to the State by citizens who wanted to provide educational opportunity in the District of Maine, then a rapidly growing frontier. Practical establishment of the College was more difficult, however, than the securing of a charter. The lands granted the College by the General Court were not readily convertible into cash. Gifts for its operation were slow in coming—except for one handsome donation by James Bowdoin III, son of the late Governor of Massachusetts, whom the College honors in its name. Brunswick was selected as a proper site in 1796, but the erection of a building to house the College was not accomplished until 1802. On September 2 of that year, the Reverend Joseph McKeen was installed as the first president of the College. On the next day the College began its active educational life with eight students and one faculty member, in addition to its president.

The story of Bowdoin in its early years is an index to its entire history. Its first president was a man of religion and of science. Its first benefactor was distinguished as a diplomat, as a statesman, and as a gentleman of broad culture; and the inheritance of his extensive library and his fine collection of art established at the College a lasting conviction of the wisdom of strength in these areas of institutional resources. Its original Board was composed of strongly religious men, individually devoted to the Congregational Church as thoroughly as they were to the democratic ideals of a new nation.

The curriculum during the early years was rigidly prescribed and strong in the classics. In the field of science, mathematics was soon joined by the study of chemistry and mineralogy. Though small in size, the College had some of the greatest teachers it has known, and among the early graduates were several marked for future fame: for instance, Nathan Lord (1809), for thirty-five years president of Dartmouth; Seba Smith (1818), early humorist; Jacob Abbott (1820), prolific author of the "Rollo" books; William Pitt Fessenden (1823), for a short time President Lincoln's Secretary of the Treasury; Franklin Pierce (1824), fourteenth President of the United States; and Nathaniel Hawthorne and Henry Wadsworth Longfellow, both of the Class of 1825.

The traditions of the College and its pattern of conservatively progressive education were established in its first quarter century. Hardly had Longfellow been graduated from Bowdoin before he went abroad to qualify himself as a pioneer teacher—first at Bowdoin, later at Harvard—of modern languages.

In 1820 the College established a Medical School, which in the 101 years of its existence produced many well-trained doctors who practiced in Maine and, to a lesser extent, elsewhere. In 1921, when the needed clinical facilities and technical equipment had become too complex and expensive for a small institution to supply, it was deemed expedient to discontinue the School.

Bowdoin was established more on faith than endowment, and its finances suffered severely in the aftermath of the panic of 1837. However, its growth was slow and steady. Social fraternities appeared on the campus in the 1840's, followed by organized athletics in the late 1850's. *The Bowdoin Orient*, which claims to be the oldest continuously published college weekly in the country, appeared first in 1871. As the controversy over slavery worked towards a climax, the home of Professor Smyth was a station of the "underground railroad" for escaped slaves; and here, in another professorial household, was written the book that was to arouse the conscience of a nation, *Uncle Tom's Cabin*. During the Civil War the College sent into the service a greater number of men in proportion to its size than any other college in the North.

The twenty years following the Civil War were the most critical in the history of the College. After President Harris' short term of four years (1867-1871), Joshua Lawrence Chamberlain, Maine's most distinguished war hero and Governor of the State for four terms following his return to civilian life, was elected president. During these two administrations the curriculum was modernized somewhat, but the establishment of an Engineering School in 1871 was unsuccessful, since it survived for only ten years. Its most famous graduate was Admiral Robert E. Peary (1877), the first to reach the North Pole.

President Chamberlain, for all his great services to College, State, and Nation, was unequal to coping with the difficulties now besetting the institution: inadequate endowment and equipment, a decreasing enrollment, dissension among the Faculty and Boards. Probably no one else connected with either group could have succeeded in the circumstances. Chamberlain's resignation in 1883 provided an opportunity to secure from outside the College the vigorous leadership imperatively needed.

The inauguration in 1885, after a two years' interregnum, of the

Reverend William DeWitt Hyde marks the real beginning of another era. He brought to his task of rejuvenating the institution a boundless physical capacity that was matched by his awareness of a modern and changing world and by scholarly ability that made his national reputation an ornament to Bowdoin. He built the College figuratively and literally, introducing new subjects into the curriculum and enlarging the physical facilities on the campus by over a hundred percent. Under him, enrollment increased from 119 in 1885 to 400 in 1915; the endowment in the same period from \$378,273 to \$2,312,868. He emphasized teaching as the responsibility of the College and learning as the responsibility of the students. His vigor impregnated the whole life and spirit of the College. It was under President Hyde that Bowdoin's philosophy of its students and of its faculty as responsible, independent individuals became fixed.

Kenneth C. M. Sills succeeded President Hyde after the latter's death in 1917. He was a natural successor (though not a slavish disciple) of President Hyde. He carried forward his predecessor's program, seeing the College successfully through the upheavals concomitant to two wars. Under him, Bowdoin gradually emerged from being a "country college" to a new and increasingly respected status as a country-wide college. Physical facilities were improved and increased. The Faculty grew from thirty-one to eighty-one; enrollment, from 400 to double that figure; and endowment, from \$2,473,451 to \$12,312,274. Student activities were expanded, and the fraternity system was developed into a cooperative and democratic component of student life.

President Sills was succeeded by James Stacy Coles in the fall of 1952. During his fifteen-year tenure, Bowdoin met the rapidly changing demands of society and students by introducing curricular innovations, expanding the size of its Faculty and improving its facilities at a faster pace than during any comparable period in its history. It was during these years that Bowdoin thoroughly revised its curriculum, extended honors work to all gifted students, introduced independent study courses, initiated the Undergraduate Research Fellowship Program, and started its pioneering Senior Year Program. To accomplish these academic improvements, the College expanded the size of its Faculty by over a third, to 109, and raised salaries to a level which has enabled it to continue attracting and retaining outstanding teachers. The value of the College's plant showed a similar dramatic increase. Pickard Field House, the Arena, New Gymnasium, Senior Center, Coleman Hall, Gibson Hall, and Hawthorne-Longfellow Library were construct-

ed. At the same time, Pickard Theater was constructed in Memorial Hall; Massachusetts Hall, Hubbard Hall, and three dormitories were renovated; and the Moulton Union and Dudley Coe Infirmary were enlarged.

When President Coles resigned at the end of 1967 to become president of the Research Corporation, an educational and scientific foundation with headquarters in New York City, the Governing Boards selected Athern P. Daggett, of the Class of 1925, to serve as Acting President. It was Professor Daggett who, in the early years of President Coles's tenure, headed the Faculty Committee on Self Study which proposed many of the changes that were subsequently introduced.

Even while the search for a new president goes on, the challenges before the College remain the same and the desire to meet them remains unflagged. The need to attract and hold a faculty of the highest caliber and the demand for more and larger scholarships so that the student body may continue to reflect a cross section of our society are held to be essential if Bowdoin is to continue its tradition of serving the common good.

Bowdoin: A Liberal College

FROM an outdoor platform built in a cleared space among the college pines, President Joseph McKeen, one hundred and sixty-six years ago, delivered the chief address at the opening of Bowdoin College. Seeking an object for the new institution of which he was the first head, he found an answer in the desire of "the inhabitants of the District" to have their sons educated for "the liberal professions" and instructed "in the principles and practices of our holy religion. . . . It ought always to be remembered," he went on, "that literary institutions are founded and endowed for the common good, and not for the private advantage of those who resort to them. It is not that they may be able to pass through life in an easy or reputable manner, but that their mental powers may be cultivated and improved for the benefit of society." The insight and the breadth of this program were creditable for that day. But no one attending the ceremonies of 1802 could have foreseen that over a century and a half later the College, once founded in a frontier community, would draw the greater share of its students from states other than the "District" and, while still preparing many for law, medicine, teaching, and theology, would be educating an equal or greater number who looked forward to government service or a business career.

Since economic and political changes have brought new occupations and callings to pivotal importance in the modern world, the task of the College has necessarily grown more complicated and diverse. As in President McKeen's time many of its courses, for instance, languages and sciences, give knowledge or skill useful in the practice of various professions and employments. But such training is merely incidental to a larger objective. Whether through its catholic subject matter: sciences, social studies, literature, philosophy, and the arts; whether through its required or elective courses; whether through its major work, with its insistence upon a more intensive study of some selected subject; the College aims always to give its students a knowledge of world culture. They must understand and appreciate its origins and traditions, the forces essential for its operation and progress, and the values which it seeks to realize. While an individual may remain ignorant of this heritage and still exist, "the common good" and "the benefit of society," which President McKeen asserted as the objectives of the College, are unattainable unless leaders and followers are alike acquainted with what civilization, in its broadest sense, implies.

The College still believes that the cultivation and improvement of its students' "mental powers" is its primary function. Perhaps in President McKeen's time, when community life was more homogeneous and simple, no other emphasis was required. But today the College cannot avoid a concern with the character as well as the mind of its undergraduates. On this point the whole of the college environment is an educator. The fraternity houses and dormitories, athletic and nonathletic activities, the constant association of students in a close-knit rather than a dispersed college community—all play their part. Such influences, however, can be duplicated outside college walls. The distinctive discipline of the College is that of the laboratory, the library, and the classroom. These are its unique possessions. Through the opportunities they offer comes the achievement of intellectual poise, disinterested opinion, and patient courage to pursue remote ends by choice rather than compulsion. These college-bred habits of mind are moral as well as intellectual qualities.

While the College seeks to develop the individual talent of its students, it rightly holds they must not limit their interests; they should sample the variety of opportunities the modern curriculum affords. The dreamer must encounter the stubbornness of facts and the practical man should realize that men are moved by visions; the aesthete should appreciate the hard precision of scientific measurement and the materialist glimpse the insight and delight offered by the fine arts. Each present-minded generation has to learn anew that the experience of the past is in a part a substitute for unnecessary and painful experiment and that a narrow focus upon vocational training breeds a dangerous irresponsibility. The liberal college must train whole men. To do otherwise would be to deprive its graduates of satisfactions and the community of profit.

No college can withdraw entirely from the world. Certainly Bowdoin has taken color from its traditional contacts with a vigorous environment and a self-reliant people. These associations, instead of impeding, have helped the College toward its goal. Fortunately, however, it is an independent college, supported in large measure by endowments and the generous annual gifts of its alumni; it is not bound, therefore, to any denominational creed, party platform, or government program. With more strength and freedom than in President McKeen's administration, it still seeks to bring its students to a maturity of mind and character that through them it may serve "the common good."

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* Resigned December 31, 1967.

† Died November 7, 1967.

‡ Died July 8, 1968.

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* Died November 13, 1967.

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* Resigned December 31, 1967.

† Died July 10, 1968.

‡ Died January 1, 1968.

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(Fall 1968 Semester.) 7 Barrows Street

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Faculty Research: The Acting President, *Chairman*, and the Dean of the Faculty (ex officio); and Messrs. H. R. Brown, J. M. Moulton, Pols, Stoddard, and Walkling.

Graduate Scholarships: The Acting President, *Chairman*; the Acting Dean of the College; the Director of Student Aid, *Secretary*; and Messrs. Dane, Darling, Helmreich, Sheats, and Walkling.

Lectures and Concerts: Mr. Beam, *Chairman*; the Executive Secretary (ex officio); and Messrs. Beckwith, Coxe, A. M. Freeman, Hughes, Silberger, Whiteside, and two undergraduates.

Library: Mr. Pols, *Chairman*; the Librarian (ex officio); and Messrs. Butcher, A. M. Freeman, Leith, Nyhus, and Thompson.

Military Affairs: Mr. B. W. Taylor, *Chairman*; the Acting Dean of the College; the Professor of Military Science; and Messrs. Ambrose, Emmert, and Huntington.

Preparatory Schools and Admissions: Mr. Shipman, *Chairman*; the Acting President; the Acting Dean of the College; the Dean of Students; the Director of Admissions, *Secretary*; and Messrs. Christie, Rensenbrink, Stuckey, and Turner.

Recording: The Acting Dean of the College, *Chairman*; the Acting President; the Dean of Students; the Director of the Computing Center; and Messrs. Hussey, Jeppesen, Kamerling, Redwine, and Schwartz.

Senior Center Council: Mr. Butcher, *Chairman*; the Director of the Senior Center; the Dean of the Faculty; and Messrs. K. P. Freeman, Geary, and Johnson.

Student Activities Fee: Mr. Monke, *Chairman*; and Messrs. Friend, Knowlton, and Wheatland, with Mr. H. K. Warren as *Secretary*; the President of the Student Council and four other undergraduates.

Student Aid: The Acting Dean of the College, *Chairman*; the Dean

of Students; the Director of Student Aid, *Secretary*; and Messrs. Darling, A. M. Freeman, Lively, and Thayer.

Student Awards: Mr. Redwine, *Chairman*; and Messrs. Hughes, Hyams, Koelln, Quinby, and Reed.

Student Life: The Dean of Students, *Chairman*; and Messrs. Ambrose, Bazar, Cornell, Coursen, Donovan, Huntington, and Minister; Mr. H. K. Warren (ex officio).

Teaching as a Career: Mr. Dane, *Chairman*; the Alumni Secretary (ex officio); and Messrs. Ladd, Riley, Rubin, Sheats, and Thompson.

SPECIAL

Biennial Institute: Mr. Christie, *Chairman*; the Acting Dean of the College; the Executive Secretary (ex officio); and Messrs. Beam, Geary, Hazelton, and Whiteside.

Committee on Committees: The Dean of the Faculty, *Chairman*; and Messrs. K. P. Freeman, Geary, Hazelton, and Mayo.

Educational Television: Mr. Beam, *Chairman*; and Messrs. Gustafson, Hornby, Reed, Rothlisberger, and West.

Study Committee on Graduate Work: Mr. Christie, *Chairman*; the Acting Dean of the College; the Dean of the Faculty; and Messrs. Geary, Howland, and Mayo.

Fulbright Scholarship Subcommittee of the Committee on Graduate Scholarships: The Acting Dean of the College, *Chairman*; and Messrs. Coursen, Dane, Hodge, and Hyams.

Medical Scholarship Subcommittee of the Committee on Graduate Scholarships: The Acting President, *Chairman*; the Acting Dean of the College; the College Physician; and Messrs. Kamerling and J. M. Moulton.

Rhodes Scholarship Subcommittee of the Committee on Graduate Scholarships: The Acting Dean of the College, *Chairman*; the Dean of Students; and Messrs. Butcher and Whiteside.

Sloan Study Committee: The Director of the Senior Center, *Chairman*; the Dean of the Faculty (ex officio); and Messrs. *Abrahamson, Geoghegan, Howland, and Kawash.

Upward Bound Advisory Committee: Mr. Hazelton, *Chairman*; the

* Fall Semester only.

Acting Dean of the College; and Messrs. Hokanson, Kamerling, Levine, Minister, Moll, W. H. Moulton, and Stuckey.

SPECIAL JOINT COMMITTEES

Boards-Faculty Liaison Committee: Messrs. Ambrose, Darling, Geary, Johnson, and Rensenbrink; and representatives of the Governing Boards.

Underclass Campus Environment Study Committee: Messrs. H. R. Brown and Hazelton, and representatives of the Governing Boards, the alumni, and the undergraduates.

Officers of Administration

GENERAL ADMINISTRATION

(Hawthorne-Longfellow Hall)

*JAMES STACY COLES, B.S. (*Mansfield*), A.B., A.M., Ph.D. (*Columbia*), D.Sc. (*New Brunswick*), LL.D. (*Brown, Maine, Colby, Columbia, Middlebury, Bowdoin*), Sc.D. (*Merrimack*), *President*.

ATHERN PARK DAGGETT, A.B. (*Bowdoin*), A.M., Ph.D. (*Harvard*), *Acting President*.

ARTHUR LEROY GREASON, JR., A.B. (*Wesleyan*), A.M., Ph.D. (*Harvard*), *Dean of the College*. (On leave of absence.)

JAMES ALLEN STORER, A.B. (*Columbia*), A.M., Ph.D. (*Harvard*), *Dean of the Faculty*.

WOLCOTT ANDERS HOKANSON, JR., A.B. (*Bowdoin*), M.B.A. (*Harvard*), *Vice President for Administration and Finance*.

CHARLES WARREN RING, A.B. (*Hamilton*), *Executive Secretary*.

JERRY WAYNE BROWN, A.B. (*Harvard*), B.D. (*Eastern Baptist Theological Seminary*), A.M. (*Pennsylvania, Princeton*), Ph.D. (*Princeton*), *Dean of Students*.

PHILIP SAWYER WILDER, B.S. (*Bowdoin*), Ed.M. (*Harvard*), *Adviser to Foreign Students*.

HELEN BUFFUM JOHNSON, *Registrar*.

CHRISTOPHER LIVESAY, A.B. (*Wesleyan*), *Administrative Assistant to the Dean of Students*.

KATHRYN DRUSILLA FIELDING, A.B. (*Connecticut College*), *Secretary to the President*.

ADMISSIONS OFFICE

(Hawthorne-Longfellow Hall)

RICHARD WOOD MOLL, A.B. (*Duke*), B.D. (*Yale*), *Director*.

WALTER HENRY MOULTON, A.B. (*Bowdoin*), *Assistant Director, and Director of Student Aid*.

RICHARD FOWLER BOYDEN, A.B. (*Wesleyan*), *Assistant Director*.

* Resigned December 31, 1967.

ADDENDUM

ROGER HOWELL, JR., A.B. (*Bowdoin*), B.A., M.A., D.Phil. (*Oxford*), *Acting Dean of the College*.

Officers of Administration

DAVID ROGERS TREADWELL, JR., A.B. (*Bowdoin*), M.B.A. (*Harvard*),
Assistant Director.

MARGARET EDISON DUNLOP, A.B. (*Wellesley*), *Assistant.*

DANA RICHARD WILSON, A.B. (*Bowdoin*), *Assistant to the Director.*

BUSINESS OFFICE
 (Hawthorne-Longfellow Hall)

ALDEN HART SAWYER, B.S. (*Bowdoin*), *Treasurer.* Portland

THOMAS MARTIN LIBBY, A.B. (*Maine*), *Bursar.*

JAMES PACKARD GRANGER, B.S. (*Boston University*), *Controller.*

OFFICE OF CAREER COUNSELING AND PLACEMENT
 (Banister Hall)

SAMUEL APPLETON LADD, JR., B.S. (*Bowdoin*), *Director of Career Counseling and Placement and of Student Housing.*

DUDLEY COE INFIRMARY

DANIEL FRANCIS HANLEY, A.B. (*Bowdoin*), M.D. (*Columbia*), *College Physician.*

COMPUTING CENTER
 (Hubbard Hall)

MYRON WHIPPLE CURTIS, A.B. (*Bowdoin*), A.M. (*University of California, Los Angeles*), *Director.*

PATRICIA MARGARET CASTEL, A.B., A.M. (*St. John's*), *Programmer Analyst.*

DEVELOPMENT OFFICE
 (Hawthorne-Longfellow Hall)

EVERETT LEROY KNIGHT, A.B. (*Bowdoin*), *Director of Development.*

RUSSELL SIMPSON DOUGLAS, A.B. (*Bowdoin*), *Development Officer.*

ASHER DEAN ABELON, A.B. (*Brown*), *Administrative Assistant.*

GLENN KEVILLE RICHARDS, A.B. (*Bowdoin*), *Alumni Secretary.*

ROBERT MELVIN CROSS, A.B. (*Bowdoin*), A.M. (*Harvard*), *Secretary of the Alumni Fund.*

JOSEPH DAVID KAMIN, B.S. (*Boston University*), *Director of News Services*.
Getchell House

EDWARD BORN, A.B. (*Bowdoin*), A.M. (*Michigan*), *College Editor*, and
Editor of the Bowdoin Alumnus.

EDITH ELLEN LYON, *Assistant, College Editor*.

GROUNDS AND BUILDINGS

(Rhodes Hall)

JOHN FRANCIS BRUSH, B.S. (*Gorham*), *Superintendent*.

ANDRÉ ROLLAND WARREN, B.B.A. (*Levis*), *Assistant Superintendent*.

WILLIAM HENRY COOMBS, *Assistant to the Superintendent*.

CARLETON CLARK YOUNG, A.B. (*Hamilton*), *College Forester*.
24 College Street

HAWTHORNE-LONGFELLOW LIBRARY

ARTHUR MONKE, A.B. (*Gustavus Adolphus*), M.S. in L.S. (*Columbia*),
Librarian.

JEAN KENNEDY GUEST, B.S. (*Simmons*), *Assistant Circulation Librarian*.

JOSEPH JENSEN DERBYSHIRE, A.B., A.M. (*Utah*), M.L. (*University of Washington*), *Head, Catalog Department*.

ROBERT LAWRENCE VOLZ, A.B. (*Marquette*), M.A. in L.S. (*Wisconsin*),
Special Collections Librarian.

DAVID CLARENCE VAN HOY, A.B. (*Washington State University*),
M.S.L.S. (*Western Reserve*), *Cataloger*.

JOHN BRIGHT LADLEY, JR., B.S. (*Pittsburgh*), M.L.S. (*Carnegie Institute of Technology*), *Reference Librarian*.

EDWARD STANTON COHEN, B.S. (*Pennsylvania*), M.A. in L.S. (*Emory*),
Documents Librarian.

AARON WEISSMAN, A.B. (*City College of New York*), A.M., M.S. in
L.S. (*Columbia*), *Head, Circulation Department*.

LENA EVERETT BROWNE, A.B. (*Wellesley*), *Acquisitions Librarian*.

EDWIN G. TYLER, A.B. (*Virginia*), M.L.S. (*State University of New York, Albany*), *Serials Librarian*.

DONNA G. SCIASCIA, A.B. (*Emporia*), M.A. in L.S. (*Denver*), *Cataloger*.

MOULTON UNION

DONOVAN DEAN LANCASTER, A.B. (*Bowdoin*), *Director of the Moulton Union and the Centralized Dining Service.*

HARRY KNIGHT WARREN, A.B. (*Pennsylvania*), *Assistant Director of the Moulton Union.*

MYRON LEWIS CROWE, A.B. (*Michigan State*), *Assistant Director of the Centralized Dining Service.*

ALMOZA CEDIA LECLERC, *Bookstore Manager.*

ORMAN EWIN HINES, *Food Service Manager.*

MUSEUM OF ART

RICHARD VINCENT WEST, A.B. (*University of California, Santa Barbara*), A.M. (*University of California, Berkeley*), *Curator.*

PHILIP CONWAY BEAM, A.B., A.M., Ph.D. (*Harvard*), *Curator of the Winslow Homer Collection.*

PHYSICAL EDUCATION

(*New Gymnasium*)

DANIEL KEMP STUCKEY, A.B. (*Princeton*), A.M. (*Harvard*), *Director of Athletics.*

DANIEL KNOWLES MACFAYDEN, *Director of the Arena. Hockey Arena*

WILLIAM EDWARD MORGAN, *Business Manager.*

PUBLIC AFFAIRS RESEARCH CENTER

(*Hubbard Hall*)

DANA ANTON LITTLE, A.B. (*Bowdoin*), A.M. (*Clark*), *Director.*

DELMAR ALFRED THIBODEAU, B.S. (*Georgetown*), A.M. (*George Washington*), *Staff Associate.*

CARL EDWARD VEAZIE, A.B. (*Whitman*), M.B.A. (*Columbia*), *Staff Economist.*

SENIOR CENTER

WILLIAM BOLLING WHITESIDE, A.B. (*Amherst*), A.M., Ph.D. (*Harvard*), *Director.*

RICHARD SPARROW PULSIFER, A.B. (*Bowdoin*), *Administrative Assistant.*

SUMMER PROGRAMS

SAMUEL EDWARD KAMERLING, B.S., M.S. (*New York University*), Ph.D. (*Princeton*), *Coordinator*.

UPWARD BOUND

(Ham House)

PAUL VERNON HAZELTON, B.S. (*Bowdoin*), Ed.M. (*Harvard*), *Project Director*.

DORIS CHARRIER DAVIS, A.B. (*Duke*), A.M. (*Middlebury*), *Executive Director*.

College Campus and Buildings

BOWDOIN College is located in the town of Brunswick, Maine, which was first settled in 1628 on the banks of the Androscoggin River, a few miles from the shores of Casco Bay. The traveling time by car from Boston is about two and one-half hours, and from New York about eight hours. The present campus, which was originally a sandy plain covered with blueberries and pines, is now a spacious tract of one hundred and ten acres containing more than thirty buildings and several playing fields.

Massachusetts Hall is the oldest building on the campus, having been completed in 1802. For several years it housed the students, and all classes were held there. In late years, until the fall of 1965, the President and some of the other college officials had their offices in this historic old building. It is now used for offices for some of the members of the Faculty.

The work of the College has its heart and center in the Nathaniel Hawthorne-Henry Wadsworth Longfellow Library, which contains the accumulations of over a century and a half. The nucleus of its more than 400,000 volumes is the treasured collection of books and pamphlets bequeathed by the Honorable James Bowdoin, the earliest patron of the College. These "Bowdoin Books," rich in French literature, American history, and mineralogy, were supplemented by the same generous benefactor's gift of his art collection containing many paintings of old and modern masters. Among the paintings are the portraits of Thomas Jefferson and James Madison by Gilbert Stuart, and a notable collection of portraits by the distinguished Colonial artist Robert Feke. These and other treasures are exhibited in the Walker Art Building. The resources of the Library and Museum are described elsewhere in the catalogue.

College classes are held in Memorial Hall, Banister Hall, Adams Hall, Hubbard Hall, the Searles Science Building, Sills Hall, Smith Auditorium, Cleaveland and Gibson Halls, the Walker Art Building, and the Senior Center. When students are not engaged in the library, laboratories, and recitation rooms, they have at their disposal many admirably equipped facilities for recreation. These resources include the Moulton Union, the New Gymnasium, the Sargent Gymnasium, the Hyde Athletic Building, the Curtis Pool, the Arena, and the playing fields of the College. Another valuable adjunct for the health of the student body is the Dudley Coe Memorial Infirmary; its facilities and the services of the College Physician are available to all students.



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|--------------------------|--------------------------|------------------------------|----------------------|-------------------------|--------------------------|-------------------------|-------------------------|
| 1. Massachusetts Hall | 5. Gibson Hall | 9. Senior Center | 14. Maine Hall | 19. Cleaveland Hall | 24. Arena | 29. Pickard Field | 34. Grounds and |
| 2. Pickard Theater | 6. Hawthorne-Longfellow | 10. Coleman Hall | 15. Winthrop Hall | 20. Heating Plant | 25. Curtis Swimming Pool | 30. Pickard Field House | Buildings Dept. |
| 3. Searles Science Bldg. | Library and Hall | 11. Hyde Hall | 16. Adams Hall | 21. Sargent Gymnasium | 26. Dudley Coe Infirmary | 31. President's House | 35. Getchell House |
| 4. Walker Art Bldg. | 7. Hubbard Hall | 12. Appleton Hall | 17. Sills Hall | 22. New Gymnasium | 27. Moore Hall | 32. Alumni House | 36. Ham House |
| | 8. Little-Mitchell House | 13. Chapel and Banister Hall | 18. Smith Auditorium | 23. Hyde Athletic Bldg. | 28. Moulton Union | 33. Rhodes Hall | 37. First Parish Church |

THE COLLEGE BUILDINGS

MASSACHUSETTS HALL, planned in 1798 and completed in 1802, was the first college building erected. In 1936 the entire building was remodeled, and until 1965 it provided quarters for some of the administrative officers. In 1941, through a gift of Frank Herbert Swan, LL.D., of the Class of 1898, the third floor was restored and furnished as a Faculty Room. The building is now used for faculty offices.

MAINE HALL (1808), known originally as "the College," and named later to commemorate the admission of Maine to the Union; WINTHROP HALL (1822), named in honor of Governor John Winthrop of the Massachusetts Bay Colony; APPLETON HALL (1843), named in honor of the second president of the College; HYDE HALL (1917), named in honor of the seventh president of the College, and built from contributions from many of the alumni; MOORE HALL (1941), named in honor of his father by the donor, Hoyt Augustus Moore, LL.D., of the Class of 1895; and COLEMAN HALL (1958), named in honor of the family of the donor, Jane Coleman Pickard (Mrs. Frederick W. Pickard), are the six campus dormitories. In 1964-1966 the interiors of Winthrop, Maine, and Appleton Halls were completely renovated.

THE CHAPEL, a Romanesque church of undressed granite, designed by Richard Upjohn, was built during the decade from 1845 to 1855 from funds received from the Bowdoin estate. The façade is distinguished by twin towers and spires which rise to the height of one hundred and twenty feet. The interior resembles the plan of English college chapels, with a broad central aisle from either side of which rise the ranges of seats. The lofty walls are decorated with twelve large paintings. The Chapel stands as a monument to President Leonard Woods, fourth president of the College, under whose personal direction it was erected. The flags, added in recent years, are of the original thirteen colonies plus Maine, which was a part of Massachusetts at the time of the founding of the College in 1794. A set of eleven chimes, the gift of William Martin Payson, of the Class of 1874, was installed in the southwest tower in 1924. In the Chapel is an organ given in 1927 by Cyrus H. K. Curtis, LL.D. That portion of the chapel building which formerly housed the reading rooms and stack space of the college library was named BANISTER HALL in 1850 in recognition of the gifts of the Honorable William Banister. It now contains the offices of the Director of Career Counseling and Placement and the lecture room and laboratory of the Department of Psychology.

SETH ADAMS HALL was erected in 1860-1861. It was named in honor of Seth Adams, Esq., of Boston, who contributed liberally towards its construction. The building stands west of the Presidents' Gateway. From 1862 until 1921 it housed the classrooms of the Medical School of Maine. It is now used for lectures, recitations, conferences, and faculty offices.

MEMORIAL HALL, built in 1868, is a structure of local granite in the Gothic style. It is a memorial to the graduates and students of the College who served in the Civil War whose names and ranks are inscribed on bronze plaques in the lobby. The lower story contains classrooms and an experimental theater. The entire interior was rebuilt in 1954-1955 to house the Pickard Theater, one of the gifts of Frederick William Pickard, LL.D., of the Class of 1894.

THE PRESIDENT'S HOUSE, built in 1860 by Captain Francis C. Jordan, originally stood on the lot at 77 Federal Street. It was purchased by the College in 1867 and was occupied by President Harris until 1871. The house was purchased by Mr. Peleg W. Chandler, and in 1874 he had it moved to its present location at the corner of Federal and Bath Streets. At a later date the College reacquired the house, and shortly after President Hyde assumed office in 1885, it became his official residence. In 1926 the ballroom was added, and in 1952 the house was modernized and partially furnished by the College.

THE OBSERVATORY was erected in 1890-1891 with funds given by John Taylor, Esq., of Fairbury, Illinois. It stands on the southeast corner of Pickard Field and is reached from the Harpswell Road. In 1965 it was renovated and a new telescope was installed.

THE WALKER ART BUILDING, designed by McKim, Mead & White, was erected in 1892-1894. It was given to the College by the Misses Harriet and Sophia Walker, of Waltham, Massachusetts, as a memorial to their uncle, Theophilus Wheeler Walker, of Boston, a cousin of President Woods. A bronze bulletin board in memory of Henry Edwin Andrews, A.M., of the Class of 1894, Director of the Museum, 1920-1939, is located in Sculpture Hall. The building is surrounded on three sides by a paved terrace with supporting walls and parapets of granite. Granite and bronze sculptures adorn the front wall.

THE MARY FRANCES SEARLES SCIENCE BUILDING, designed by Henry Vaughan, was built in 1894 and completely renovated and modernized in 1952. It was the gift of Edward F. Searles, Esq., in

memory of his wife. With the Walker Art Building and Gibson Hall, it forms the western side of the quadrangle. The building contains lecture rooms, laboratories, and libraries of the Departments of Biology and Physics.

HUBBARD HALL, also designed by Henry Vaughan and erected in 1902-1903, was the gift of General Thomas H. Hubbard, LL.D., of the Class of 1857, and his wife, Sibyl Fahnestock Hubbard. For over sixty years, until the fall of 1965, it was the College Library. After suitable renovations it is now used for faculty offices, examination rooms, and the Department of Geology. Located in the basement is the Computing Center, which contains an IBM 1620 Central Processing Unit and related equipment. The laboratory is available to the entire college community and is directed by a member of the Faculty. The Peary-MacMillan Arctic Museum is located on the first floor, and the Susan Dwight Bliss Room remains on the second floor.

THE HUBBARD GRANDSTAND was given to the College in 1904 by General Thomas H. Hubbard, LL.D., of the Class of 1857. It is situated on WHITTIER FIELD, a tract of five acres, named in honor of Frank Nathaniel Whittier, M.D., of the Class of 1885, for many years the Director of the Gymnasium, who was largely instrumental in its acquisition for varsity football and track in 1896. An electrically operated scoreboard, the gift of the widows of Harvey Dow Gibson, LL.D., of the Class of 1902, and Adriel Ulmer Bird, A.M., of the Class of 1916, was erected in 1960.

SARGENT GYMNASIUM AND GENERAL THOMAS WORCESTER HYDE ATHLETIC BUILDING were erected in 1912. The Gymnasium was built from contributions from many of the students and alumni, and named in honor of Dudley A. Sargent, M.D., Sc.D., of the Class of 1875; the Athletic Building was given by John Hyde, Esq., of Bath, in memory of his father, Thomas Worcester Hyde, A.M., of the Class of 1861. In 1965-1966 Sargent Gymnasium was altered and renovated to make it part of the comprehensive plan for the indoor athletic facilities of the College.

THE DUDLEY COE MEMORIAL INFIRMARY is a three-story brick building erected in 1916-1917. It was given by Thomas Upham Coe, M.D., of the Class of 1857, in memory of his son, and stands in the pines to the south of the Hyde Athletic Building. In 1957 it was enlarged through a gift by Agnes M. Shumway, A.M. (Mrs. Sherman N. Shumway). In 1962 it was licensed by the State as a private general hospital.

THE CURTIS SWIMMING POOL was given to the College in 1927 by Cyrus H. K. Curtis, LL.D. The Pool is housed in a separate wing attached to the Sargent Gymnasium; the Pool itself is of standard size, thirty by seventy-five feet, and is provided with every modern device for ensuring sanitation.

THE MOULTON UNION, designed by McKim, Mead & White, was built in 1927-1928. It was given and partially endowed by Augustus Freedom Moulton, LL.D., of the Class of 1873, as a social, recreational, and service center for the College. In 1964-1965, a two-story extension was added on the south and east sides of the building. The spacious main lounge and several smaller, intimate lounges and student activity areas are provided for general social purposes. The Union also contains the college reception, information, and scheduling center; the campus telephone switchboard, a bookstore, dining facilities, and game rooms. The Union stands just outside the quadrangle opposite Appleton, Hyde, and Moore Halls.

THE PICKARD FIELD HOUSE stands at the entrance of Pickard Field. It was given in 1937 by Frederick William Pickard, LL.D., of the Class of 1894, and Mrs. Pickard. The building contains a pleasant lounge as well as lockers and showers. PICKARD FIELD, a tract of sixty-six acres, was presented to the College by Mr. Pickard in 1926. In 1952 nine acres were added to the Field by purchase, making a total area of seventy-five acres, thirty of which are fully developed playing fields. The Field contains the varsity and freshman baseball diamonds, several spacious playing fields for football and soccer, and ten tennis courts.

RHODES HALL, formerly the Bath Street Primary School, was purchased from the Town of Brunswick by the College in 1946 to provide additional facilities for instruction and administration. The building was named to commemorate the fact that three pupils of the School later achieved distinction as Rhodes Scholars at Oxford University. Here are the offices of the Superintendent of Grounds and Buildings and the headquarters of the ROTC.

SILLS HALL AND THE SMITH AUDITORIUM, designed by McKim, Mead & White, were completed in the autumn of 1950. The main structure was made possible by the first appropriations from the Sesquicentennial Fund, and was named after the eighth president of the College, Kenneth Charles Morton Sills (1879-1954), of the Class of 1901; the wing, containing an auditorium seating two hundred and ten people, was built by appropriation of the Francis, George, David, and Benjamin Smith Fund, bequeathed by Dudley

E. Wolfe, of Rockland. A language laboratory and a speech center are located on the ground floor of the wing.

PARKER CLEAVELAND HALL, designed by McKim, Mead & White, was dedicated on June 6, 1952. The building was made possible by donors to the Sesquicentennial Fund. It houses the Department of Chemistry and bears the name of Parker Cleaveland, who taught chemistry and mineralogy at Bowdoin from 1805 to 1858, and was a pioneer in geological studies. Special gifts provided these facilities: The Kresge Laboratory of Physical Chemistry, The Wentworth Laboratory of Analytical Chemistry, The 1927 Room (a private laboratory), The Adams Lecture Room, The Burnett Room (a seminar room), and The Dana Laboratory of Organic Chemistry.

SILLS HALL, THE SMITH AUDITORIUM, AND PARKER CLEAVELAND HALL are mainly of brick and designed in a simple modern classical architectural style. Together they bound respectively the north and east sides of a quadrangle on the eastern boundary of the campus.

THE HARVEY DOW GIBSON HALL OF MUSIC, named for Harvey Dow Gibson, LL.D., of the Class of 1902, was dedicated in June, 1954. Its construction was made possible by funds donated by Mrs. Harvey Dow Gibson; by Mrs. Gibson's daughter, Mrs. Whitney Bourne Choate; by the Manufacturers Trust Company of New York; and by several friends of Mr. Gibson. Designed by McKim, Mead & White, the building contains soundproof class, rehearsal, and practice rooms, a recording room, several rooms for listening to records, offices, and the music library. The common room is richly paneled in carved walnut from the music salon designed in 1724 by Jean Lassurance (1695-1755) for the Hôtel de Sens in Paris.

THE PICKARD THEATER IN MEMORIAL HALL, a gift of Frederick William Pickard, LL.D., of the Class of 1894, was dedicated in June, 1955. The Theater, with comfortable seats for over six hundred, contains a stage fifty-five feet wide and thirty feet deep; the space from the stage floor to the gridiron is forty-eight feet. The floor of the auditorium slopes to an orchestra pit, and under it are lounge and coat rooms. Over the auditorium is shop space for the construction and storage of scenery and stage properties.

THE GETCHELL HOUSE, located at 5 Bath Street, is diagonally opposite Adams Hall. A three-story frame building, it was given to the College in 1955 by Miss Gertrude Getchell, of Brunswick, and completely refurbished in 1956. It houses the offices of the News Services.

NEW MEADOWS RIVER SAILING BASIN. In 1955 the College purchased a cabin and section of shore front with a dock on the east side of the New Meadows River Basin, to provide facilities for the sailing team. The equipment includes five fiberglass dinghies and a power-driven crash boat.

THE HOCKEY ARENA was built in 1956 with contributions from alumni, students, and friends of the College. It contains seats for twenty-four hundred spectators and a regulation ice-hockey rink with a refrigerated surface two hundred feet long and eighty-five feet wide, as well as shower-bath and locker rooms, and a snack bar. It is located to the east of the Hyde Athletic Building; the entrance faces College Street. The Arena serves primarily the College's physical education activities, especially intramural and intercollegiate contests, and recreational skating for undergraduates.

THE JOHNSON HOUSE, named in memory of Professor Henry Johnson, Ph.D., of the Class of 1874, a distinguished member of the Bowdoin Faculty from 1877 to 1918, and Mrs. Johnson, is located at the corner of Maine and Boody Streets across from the southwestern entrance to the campus. Bequeathed to the College in 1957, this commodious residence is now used as the home of the Dean of the College.

THE CHASE BARN CHAMBER, named in memory of Professor Stanley Perkins Chase, Ph.D., of the Class of 1905, Henry Leland Chapman Professor of English Literature from 1925 to 1951, and Mrs. Chase, is a handsome room located in the ell of the JOHNSON HOUSE. Designed by Felix Burton '07, in the Elizabethan style, the Barn Chamber is heavily timbered, contains a small stage, an impressive fireplace, and houses many of the books from the Chase library. The Chamber is used for small classes, seminars, and conferences.

THE MITCHELL HOUSE, named in honor of Professor Wilmot Brookings Mitchell, L.H.D., of the Class of 1890, Edward Little Professor of Rhetoric and Oratory from 1893 to 1939, is located at 6 College Street. It was given by Professor Mitchell in 1961.

THE ALUMNI HOUSE, at 83 Federal Street, next to the President's House, was bequeathed to the College in 1933 on the death of Professor Marshall Perley Cram, Ph.D., of the Class of 1904. Renovated in 1962 and maintained by the College, it is the center of alumni activities at Bowdoin and contains lounges, rest rooms, and other facilities for the use of visiting alumni and their families and guests. The Ladies' Lounge, located on the second floor, was presented by the Society of Bowdoin Women in 1965.

THE LITTLE HOUSE, at 8 College Street, was acquired by the College in 1962.

THE SENIOR CENTER, designed by Hugh Stubbins and Associates, Inc., was completed in the autumn of 1964. Built from funds contributed during the Capital Campaign, it consists of three buildings, each specifically designed to support and reinforce the educational objectives of the program for the Senior year. The main building, a sixteen-story tower, includes living and study quarters, seminar and conference rooms, lounges, accommodations for visitors, and the Director's office. The entire first floor of the tower has been named in memory and honor of the late Henry Quinby Hawes, A.M., of the Class of 1910, and Mrs. Hawes.

WENTWORTH HALL, named in memory of Walter V. Wentworth, Sc.D., of the Class of 1886, Overseer of the College from 1929 to 1958, is a two-story building adjacent and connected to the tower. It contains the dining room, main lounge, and other rooms for instructional, social, and cultural activities.

CHAMBERLAIN HALL, named in memory of General Joshua Lawrence Chamberlain, LL.D., of the Class of 1852, Civil War hero, Governor of Maine, president of Bowdoin from 1871 to 1883, contains apartments for the Director and other participants in the program and a small banquet room for use on special occasions.

THE NEW GYMNASIUM, also designed by Hugh Stubbins and Associates, Inc., is a 50,000-square-foot building connected to the Sargent Gymnasium. Built in 1964-1965 from funds contributed during the Capital Campaign, it contains a modern basketball court with seats for about 2,500 persons, four visiting team rooms, eleven squash courts, offices for the Director of Athletics and his staff, and other rooms for physical education purposes.

THE NATHANIEL HAWTHORNE-HENRY WADSWORTH LONGFELLOW LIBRARY, designed by Walker O. Cain and Associates, of New York, was built in 1964-1965 from funds contributed during the Capital Campaign. It was named after two of Bowdoin's literary giants, both members of the Class of 1825. It houses the principal portions of the library of the College and—in its western end, named HAWTHORNE-LONGFELLOW HALL—most of the general administrative offices of the College. Utilizing the latest concepts in library design, the Library was planned to complement the older buildings of the College and, at the same time, be compatible with the newer architectural concept of the Senior Center.

THE HASKELL HOUSE, at 72 Federal Street, was given to the Col-

lege by Henry C. Haskell, A.B., B.S., of the Class of 1918, and Mrs. Haskell in memory of Alaric W. Haskell, Sc.D., the dean of Maine dentists, who practiced his profession in Brunswick from 1888 until his retirement in 1955. A two-and-a-half-story Colonial home, it was Dr. Haskell's residence for many years. It is now the residence of the Dean of the Faculty.

OTHER MEMORIALS

THE THORNDIKE OAK, standing near the center of the campus, is dedicated to the memory of George Thorndike, of the Class of 1806, who planted the tree in 1802 after the first chapel exercises.

THE CLASS OF 1875 GATEWAY was erected in 1901 as a memorial to members of the Class. It forms the Maine Street entrance of the Class of 1895 Path.

THE CLASS OF 1878 GATEWAY, erected in 1903, is a memorial to members of the Class. It is on Bath Street between Memorial Hall and the First Parish Church.

THE WARREN EASTMAN ROBINSON GATEWAY, erected in 1920 at the southwestern entrance to the campus, is a memorial to Lieutenant Warren Eastman Robinson, of the Class of 1910, who lost his life in the service of his country.

THE FRANKLIN CLEMENT ROBINSON GATEWAY, erected in 1923, is a memorial to Franklin Clement Robinson, LL.D., of the Class of 1873, for thirty-six years a teacher at Bowdoin College, and to his wife, Ella Maria Tucker Robinson. The Gateway forms the northwestern entrance to the campus.

THE CLASS OF 1898 BULLETIN BOARD, erected in 1924 near the Chapel, is a memorial to members of the Class. It is made of bronze, is double-faced and illuminated.

THE CLASS OF 1903 GATEWAY, erected in 1928, is a memorial to members of the Class. It forms the main entrance to the Whittier Athletic Field.

THE MEMORIAL FLAGPOLE, designed by McKim, Mead & White, was erected in 1930 with funds given by the alumni in memory of the twenty-nine Bowdoin men who lost their lives in World War I. The Honor Roll is engraved on the mammoth granite base surmounted by ornamental bronze. The flagpole stands in the southwestern corner of the campus between Hubbard Hall, the Art Building, and Gibson Hall.

THE PRESIDENTS' GATEWAY, erected in 1932, is a gift of the Class of 1907 in memory of William DeWitt Hyde, D.D., LL.D., president of the College from 1885 to 1917, and "as a mark of the enduring regard of all Bowdoin men for the leadership of their Presidents." The Gateway forms one of the northern entrances to the campus from Bath Street.

THE BOWDOIN POLAR BEAR, placed in 1937, is a memorial to members of the Class of 1912. The base and life-size statue were carved by Frederick George Richard Roth. The figure stands in front of the entrance to the Sargent Gymnasium.

THE HARRY HOWARD CLOUDMAN DRINKING FOUNTAIN, erected in 1938, is in memory of Harry Howard Cloudman, M.D., of the Class of 1901, one of the outstanding athletes at the turn of the century. It stands near the Sargent Gymnasium.

THE ALPHEUS SPRING PACKARD GATEWAY, erected in 1940 on College Street, is a memorial to Professor Alpheus Spring Packard, A.M., D.D., of the Class of 1816, a member of the Bowdoin Faculty from 1819 to 1884.

THE CLASS OF 1910 PATH was laid in 1940 as a memorial to members of the Class. It extends from Bath Street to Coleman Hall, running parallel to the four dormitories and in front of the entrance to the Chapel.

THE CLASS OF 1895 PATH was laid in 1945 as a memorial to members of the Class. It extends from the Chapel to the Class of 1875 Gateway.

THE CLASS OF 1886 PATHWAYS are a network of walks laid in 1945 as a memorial to members of his Class through the generosity of Walter Vinton Wentworth, Sc.D. The pathways traverse an area lying north of Massachusetts Hall.

THE CLASS OF 1919 PATH, laid in 1945, is a memorial to members of the Class. It extends from the north entrance of Winthrop Hall, past the entrances to Massachusetts Hall and Memorial Hall, to the Franklin Clement Robinson Gateway.

THE CLASS OF 1916 PATH was laid in 1946 as a memorial to members of the Class. It extends from Massachusetts Hall to the Alpheus Spring Packard Gateway.

THE FRANK EDWARD WOODRUFF ROOM, in Sills Hall, is a memorial to Frank Edward Woodruff, A.M., a member of the Bowdoin

Faculty from 1887 to 1922. The room was provided in 1951 through the generous bequest of Edith Salome Woodruff.

THE PEUCINIAN ROOM, built in 1951, is in a corner of the lower floor of Sills Hall. It is paneled in timber taken from the Bowdoin Pines. The motto of the Peucinian Society, *Pinos loquentes semper habemus*, is carved on a heavy timber above the fireplace. The fireplace and paneling are the gift of the Bowdoin Fathers Association in memory of Suzanne Young (1922-1948).

THE CLASS OF 1924 RADIO STATION (WBOR, "Bowdoin-on-Radio") was given by the Class of 1924 on the occasion of its twenty-fifth reunion. The station, installed in 1951 on the second floor of the Moulton Union, contains two broadcasting studios and a fully equipped control room, which are air-conditioned and protected against sound disturbance by walls of acoustical tiling.

THE ELIJAH KELLOGG TREE, a large pine dedicated to the memory of Reverend Elijah Kellogg, A.M., of the Class of 1840, stands near the corner of Bath Street and Sills Drive.

THE GARDNER BENCH, near the Hawthorne-Longfellow Library, is dedicated to the memory of William Alexander Gardner, of the Class of 1881, and was presented to the College by Mrs. Gardner in June, 1954.

THE CHASE MEMORIAL LAMPS, dedicated to the memory of Stanley Perkins Chase, Ph.D., of the Class of 1905, Henry Leland Chapman Professor of English Literature (1925-1951), stand on the Moulton Union terrace. They were presented to the College by Mrs. Chase in June, 1954.

THE DANE FLAGPOLE, in honor of Francis Smith Dane, of the Class of 1896, stands in the northwest corner of Whittier Field. The gift of Mrs. Annie Lawrence E. Dane and a member of her family, the flagpole was placed in 1954 in recognition of Mr. Dane's efforts as an undergraduate to acquire an adequate playing field for the College.

THE SIMPSON MEMORIAL SOUND SYSTEM, the gift of Scott Clement Ward Simpson, of the Class of 1903, and Mrs. Simpson, is dedicated to the memory of their parents. The system, including a high-fidelity record player and other teaching aids in music, was installed in Gibson Hall in 1954. A fund for its maintenance was established by Mr. and Mrs. Simpson in 1955.

THE JAMES FREDERICK DUDLEY CLASSROOM in Banister Hall was

renovated and furnished in 1954 as a memorial to James F. Dudley, of the Class of 1865, by the bequest of Nettie S. Dudley.

THE CATLIN PATH, extending from the Warren Eastman Robinson Gateway to Hubbard Hall, was laid in 1954 through the generous gift of Warren Benjamin Catlin, Ph.D., Fayerweather Professor of Economics and Sociology, Emeritus.

THE SHUMWAY TREE, a Rocky Mountain fir in memory of Sherman Nelson Shumway, A.M., LL.B., of the Class of 1917, generous benefactor and an Overseer of the College (1927-1954), was replanted on the campus in front of Hawthorne-Longfellow Hall and dedicated in June, 1955.

THE TURNER TREE, a maple in memory of Perley Smith Turner, A.M., of the Class of 1919, Professor of Education at Bowdoin (1946-1956), was replanted on the campus east of Smith Auditorium by classmates and friends and dedicated in June, 1957.

THE PICKARD TREES, twelve hawthorns in memory of Jane Coleman Pickard (Mrs. Frederick William Pickard), donor of Coleman Hall and co-donor of the Pickard Field House, were replanted around Coleman Hall by the Society of Bowdoin Women and dedicated in June, 1959.

THE CLASS OF 1909 ORGAN, an electronic instrument for use in the Pickard Theater, was presented by the Class of 1909 on the occasion of its fiftieth anniversary and dedicated in June, 1960. A fund with a current balance of \$3,166, given at the same time, is for the maintenance of the organ and for the support of musical education in the College.

LITTLE PONDS WILDLIFE SANCTUARY is the gift of Mrs. Harold Trowbridge Pulsifer in memory of her husband, Harold Trowbridge Pulsifer, and Sheldon Ware, a neighbor. Located at Bethel Point, East Harpswell, and given in 1961, this tract of several acres includes a meadow, pond, woodland, and shore frontage. It is used for the study and conservation of fish and wildlife.

THE CLASS OF 1937 LOUNGE, located in the Alumni House, was presented by the Class of 1937 on the occasion of its twenty-fifth reunion in 1962. It is a large, informal, and rustic room, with pine furniture, old pictures of Bowdoin and of Brunswick, and a large hewn granite fireplace. The Lounge was given in memory of Harold L. Cross, Jr., David T. Deane, J. Donald Dyer, and Maxwell A. Eaton, who gave their lives in the service of their country during World War II.

THE CECIL CLEOPHUS McLAUGHLIN STUDY, in Chamberlain Hall, is a memorial to Cecil Cleophus McLaughlin, M.D., of the Class of 1923. The study was the gift of his wife, and is for the use of the Director of the Senior Center.

THE HUTCHINSON LOUNGE AND HUTCHINSON TERRACE, in Wentworth Hall, are memorials to Charles Lyman Hutchinson, A.B., of the Class of 1890, a prominent lawyer in Portland. They are on the south side of the building between the main dining room and lounge.

THE WILMOT BROOKINGS MITCHELL LOUNGE, on the second floor of Wentworth Hall, is a memorial to Wilmot Brookings Mitchell, Litt.D., L.H.D., of the Class of 1890, a beloved teacher of English for almost fifty years.

THE HARRISON KING McCANN MUSIC LOUNGE, on the sixteenth floor of the tower of the Senior Center, is a memorial to Harrison King McCann, A.M., of the Class of 1902, for thirty years an Overseer of the College.

THE STUART FRANKLIN BROWN LOBBY, in the Hawthorne-Longfellow Library, is a memorial to Stuart Franklin Brown, of the Class of 1910, and was the gift of Mrs. Brown.

THE CLASS OF 1914 LIBRARIAN'S OFFICE, in the Hawthorne-Longfellow Library, is in honor of the members of the Class of 1914, which made a specific gift for this purpose. The office is on the first floor to the left of the entrance.

THE CLASS OF 1938 NEWSPAPER ROOM, in the Hawthorne-Longfellow Library, is in honor of the members of the Class of 1938. The room is on the first floor to the right of the entrance.

THE WILLIAM JOHN CURTIS 1875 ROOM, in the Hawthorne-Longfellow Library, is a memorial to William John Curtis, LL.D., of the Class of 1875, for over twenty-five years an Overseer and Trustee of the College, and a generous benefactor always in the name of his Class. The room, in the northeast corner of the first floor, is used for current periodicals.

THE GERALD GARDNER WILDER CATALOGUING ROOM, in the Hawthorne-Longfellow Library, is a memorial to Gerald Gardner Wilder, A.M., of the Class of 1904, Librarian of the College from 1916 to 1944. The room is in the southeast area on the first floor.

THE MELVILLE WESTON FULLER READING ROOM, in the Haw-

thorne-Longfellow Library, is a memorial to Melville Weston Fuller, LL.D., of the Class of 1853, Chief Justice of the United States Supreme Court from 1888 to 1910, and an Overseer and Trustee of the College from 1875 to 1910. The room occupies the southern bay on the first floor.

THE GEORGE THOMAS LITTLE BIBLIOGRAPHY AND CARD CATALOGUE AREA, in the Hawthorne-Longfellow Library, is a memorial to George Thomas Little, Litt.D., of the Class of 1877, Librarian of the College from 1885 to 1915. The area occupies the center portion of the first floor.

THE ROBERT PETER TRISTRAM COFFIN READING ROOM, in the Hawthorne-Longfellow Library, is in memory of Robert Peter Tristram Coffin, Litt.D., of the Class of 1915, a distinguished author, poet, and professor. The room was the gift of the Class of 1915 on the occasion of its fiftieth reunion, and occupies the northern bay on the first floor.

THE FRANKLIN PIERCE READING ROOM, in the Hawthorne-Longfellow Library, is in memory of Franklin Pierce, LL.D., of the Class of 1824, the fourteenth President of the United States. This informal reading room is at the east end of the second floor.

THE HAROLD LEE BERRY SPECIAL COLLECTIONS SUITE, in the Hawthorne-Longfellow Library, is in memory of Harold Lee Berry, A.M., of the Class of 1901, for nearly forty years an Overseer and Trustee of the College, and generous benefactor of the College. The suite comprises several rooms in the northeast area of the third floor.

THE DEAN PAUL NIXON LOUNGE-CONFERENCE ROOM, in the Hawthorne-Longfellow Library, is a memorial to Paul Nixon, L.H.D., LL.D., for over forty years a teacher of Latin and Dean of the College from 1918 to 1947. The room is on the southeast corner of the third floor.

THE WILLIAM PITT FESSENDEN CONFERENCE ROOM, in Hawthorne-Longfellow Hall, is a memorial to William Pitt Fessenden, LL.D., of the Class of 1823, United States Senator 1854-1864, 1865-1869; United States Secretary of the Treasury 1864-1865; and Overseer and Trustee of the College from 1843 to 1869. The room is on the second floor, near the offices of the President and Deans.

THE MAGEE TRAINING ROOM, in the New Gymnasium, is a memorial to John Joseph Magee, Coach, Trainer, and Director of Track and Field Athletics from 1913 to 1955.

THE COLBATH ROOM, in the New Gymnasium, is a memorial to Henry Jewett Colbath, A.B., of the Class of 1910, an outstanding athlete, and dedicated teacher and coach.

THE MORRELL OFFICE, in the New Gymnasium, was given by members of the Class of 1924 in honor of their classmate, Malcolm Elmer Morrell, B.S., Director of Athletics from 1928 to 1967. It is the office of the Director of Athletics.

General Information

TERMS AND VACATIONS: The College holds two sessions each year, beginning in September and February. The dates of the Semesters and the vacation periods are indicated on the College Calendar on pages vi-viii.

REGISTRATION AND ENROLLMENT: All students are required to register at the opening of each Semester in accordance with schedules posted at the College and mailed to students registering for the first time.

OFFICES AND OFFICE HOURS: The Offices of General Administration, the Admissions Office, the Business Office, and the Offices of the Executive Secretary are located in Hawthorne-Longfellow Hall, the west end of the Nathaniel Hawthorne-Henry Wadsworth Longfellow Library. The Director of Career Counseling and Placement is in Banister Hall (North) and the Superintendent of Grounds and Buildings is in Rhodes Hall.

In general, the administrative offices of the College are open from 8:30 to 5:00 every weekday except Saturday; 8:30 to 12:00 on Saturday, when the College is in session.

TELEPHONE SWITCHBOARD: The College has a central telephone switchboard located in the Moulton Union. All college phones are connected to this switchboard. The number is 207-725-8731.

COLLEGE BILLS AND FEES: Prior to the opening of the Fall Semester a statement covering tuition, room rent, board, and fees for the year will be sent to each student. If this statement should be sent to someone other than the student, a request in writing to do so should be made to the Business Office.

Charges for the year may be paid in two equal payments to be made not later than September 1 and January 15.

Students whose term bills are not paid by September 1 or January 15 may not register or attend classes. Bills incurred during the term must be paid when due. Students with unpaid bills are not eligible for academic credit, transcripts, or degrees. Special problems should be discussed with the Dean of Students or the Director of Student Aid.

TUITION: The tuition fee for the 1968-1969 academic year is \$1,075 each Semester or \$2,150 for the year. Any student completing the number of courses required for the degree in less than eight

Semesters must pay tuition for eight Semesters. Work taken at other institutions to make up deficiencies in scholarship at Bowdoin shall not relieve the student of the obligation to pay tuition covering eight full Semesters at Bowdoin College. An additional tuition charge of \$250 per Semester (\$170 for Public Speaking and \$50 for Physical Education) shall be assessed for each course taken by a student to make up an academic deficiency.

There are opportunities at Bowdoin to receive financial aid in meeting the charge for tuition. Detailed information about scholarships, loans, and other financial aid may be found on pages 55-82.

COLLEGE ROOMS AND BOARD: Freshmen are assigned rooms by the Director of Admissions but may indicate by letter to him their preference in the matter of roommates. Sophomores and Juniors apply for rooms to the Director of Career Counseling and Placement. Seniors are assigned rooms in the Senior Center by the Director of the Senior Center. An applicant may indicate with whom he wishes to share a room, and the College will honor this preference whenever possible. The suites in the college dormitories consist of a study and bedroom which are provided with essential furniture. Students should furnish blankets and pillows; the College furnishes bed linen and towels. College property is not to be removed from the building or from the room in which it belongs; occupants are held responsible for any damage to their rooms. Room rent is \$450 a year, and board is \$600 a year. (Effective July 1, 1969, room rent will be \$500 a year, and board will be \$650 a year.) These charges are the same regardless of whether a student lives in a college or fraternity residence or whether he eats at the Union, the Senior Center, or a fraternity. Every student pays these charges unless he has established residence with a wife or family or has been excused by the Dean of Students.

OTHER COLLEGE CHARGES: All damage done to the buildings or other property of the College by persons unknown may be assessed equally on all the undergraduates. The College collects, in each Semester, Student Activities fees amounting to \$75. The cost of tuition, board, room, and fees amounts to about \$1,700 for the Semester. To these items must be added the cost of textbooks, personal expenses (including travel), and fraternity expenses for members of these organizations.

REFUNDS: Refunds to students leaving college during the course of a Semester will not be made unless for exceptional reasons. Any refund made will be in accordance with the schedule posted by the Bursar of the College.

MEDICAL ATTENDANCE: The facilities of the Dudley Coe Memorial Infirmary (licensed as a private general hospital) and the services of the College Physician are available to all students. If ill, students should immediately report to the College Infirmary.

To cover costs of treatment and care during the college year, in the Infirmary or elsewhere, each student is required to have adequate health and accident insurance. This must be purchased through the College (the group rate is \$28 per Semester in 1968-1969), unless a student is covered otherwise by adequate health insurance certified by his parent or guardian at the time possible exemption from this requirement is requested. Special summer coverage may be obtained at an extra charge in the policy available through the College.

MOTOR VEHICLES: No Freshman shall maintain a motor vehicle at the College. Sophomores and upperclassmen in good standing and not receiving financial aid may maintain motor vehicles, provided they are properly registered at the Dean of Students' Office. A registration fee of \$5 per Semester is charged to all students registering a motor vehicle. Adequate liability insurance is required.

THE NEW ENGLAND ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators. Colleges support the efforts of public school and community officials to have their secondary school meet the standards of membership.

STATISTICS: As of June, 1968, 19,798 students have been matriculated as undergraduates at Bowdoin College, and 14,110 degrees in course have been awarded. In addition, earned master's degrees have been awarded to 130 postgraduate students. Living alumni include 7,108 graduates, 2,125 nongraduates, 44 medical graduates, 111 honorary graduates, and 130 graduates in the special postgraduate program.

RESOURCES

The market value of the investment securities and mortgages held by Bowdoin College, at the close of each financial year, for the last ten years was as follows:

June 30, 1958	\$19,647,267	June 30, 1963	\$30,542,397
June 30, 1959	22,438,546	June 30, 1964	32,100,826
June 30, 1960	23,283,467	June 30, 1965	32,474,311
June 30, 1961	25,927,484	June 30, 1966	31,275,432
June 30, 1962	24,301,050	June 30, 1967	31,929,944

The estimated market value of the securities and mortgages as of June 30, 1968, was \$32,200,000, and the estimated value of college buildings and equipment was \$21,200,000.

Admission to the College

IN the fall of 1969 the College plans to enroll a class of approximately 245 Freshmen in order to maintain a total enrollment of 925 students. The College seeks candidates for admission whom it believes to be best fitted for its work and who are likely to profit most from it. Previous academic performance, scholastic potential, character, personality, health, purpose, and breadth of interest are the bases on which the general promise of each candidate is judged and on which the College has established its admissions criteria.

REQUIREMENTS FOR ADMISSION

A candidate's courses are analyzed in the context of what his school offers. The stronger candidates will have elected the school's most demanding courses. Course requirements for admission are not absolute, but the preparatory work suggested in the comments below will enhance an applicant's candidacy.

SECONDARY SCHOOL STUDIES:

- a. *Four years of English*
- b. *Three or four years of one foreign language or two years of each of two foreign languages*

Three or four years of study of one language leads to a greater command of the specific language and enables a student to continue it in college at an advanced level of conversation and literature.

- c. *Three years of Mathematics*

Four years of mathematics is desirable for students contemplating a major in the sciences or social sciences.

- d. *One year of History*

Although one year is required, two years or more are recommended. A course in American history is best complemented, for purposes of comparison, with a course in the history of another country and period.

- e. *Sciences*

A basic course with laboratory experiments in one or more sciences is expected. In general, an introduction to each of the major sciences of biology, chemistry, and physics is preferable to a second course in one of these subjects at the secondary

school level. Advanced study in any one of these sciences presupposes a knowledge of the fundamentals of the others.

A description of the Freshman program at Bowdoin will be found on page 87. In planning a school program for admission to Bowdoin, one should review the requirements for the degree on pages 84-86. These requirements shape the course of study in college and consequently suggest the best pattern of study in secondary school.

Any prospective freshman whose program of secondary school studies does not follow the customary pattern for admission to Bowdoin should not hesitate to write to the Director of Admissions. Although patterns of study are important, the College is concerned above all with the quality of the preparation of its candidate.

required + 3 ach. tests
COLLEGE BOARD TESTS: The Scholastic Aptitude Test and three Achievement Tests (preferably English, a foreign language, and a third area of major interest) are required of all candidates. *Although CEEB scores are of interest to the Admissions Committee, the record of a candidate's classroom performance is a decidedly more important factor.*

A junior who expects to become a candidate for Early Decision is requested to take the Aptitude Test and three Achievement Tests in March, May, or July. Seniors must complete testing requirements by March of the final semester.

A candidate should write to the Admissions Office if he has questions about the testing program.

The College Board tests are given at various centers in each state and many foreign countries several times during the year. Applications for the tests should be made by mail to the College Entrance Examination Board, P.O. Box 592, Princeton, N. J. 08540, or P.O. Box 1025, Berkeley, California 94701.

SCHOOL STATEMENT: As part of each application the College requires an appraisal of the candidate's motivation, character, personality, and general academic promise by his school principal or headmaster. This confidential statement is an indispensable part of each candidate's qualifications for admission.

INTERVIEWS: Bowdoin does not require personal interviews of all candidates. Interviews are, however, of mutual benefit to the candidate and to the College, and applicants are encouraged to arrange meetings either with members of the Admissions Staff or Bowdoin alumni.

The College welcomes visitors throughout the year; however, interviews with a member of the Admissions Staff should be arranged

two weeks in advance. Because no interviews can be scheduled *between February 15 and May 1*, an applicant who desires an appointment should plan for it *before February 15*. Student guides are on duty at the Moulton Union to conduct tours of the campus. The Admissions Office is open throughout the year from 9 until 5 on weekdays. On Saturdays it is open until noon, except during June, July, and August.

APPLICATION AND ADMISSIONS PROCEDURE

A candidate should file a formal application as early as possible in his last year of school. An application fee of \$15 will be charged each candidate and is not refundable. Applications must be filed *no later than February 1*. Preliminary applications may be made prior to a candidate's senior year, and inquiries by juniors are welcomed, for they make possible more extended planning of school preparation.

About April 15 each candidate is notified of the College's decision on his application. Eventual matriculation by a student who receives his Certificate of Admission is dependent upon the satisfactory completion of the school year. Except for Early Decision candidates, Bowdoin subscribes to the Candidates' Reply Date Agreement, which sets the deadline for a candidate to notify the College of his decision. Candidates who plan to enter Bowdoin are asked to pay an admission fee of \$50 which is credited to their fall term bills.

EARLY DECISION: Each year there are candidates who demonstrate qualifications for admission on the basis of records completed in their junior year and who wish to simplify their plans for college. These students frequently select the college which they wish to attend and request a decision on admission as they begin their senior year. Granting such decisions reduces the cost and necessity of multiple applications, the volume of work for school authorities, and gives the Director of Admissions somewhat greater control of the size of the Freshman Class. Bowdoin may admit 30 to 40 percent of its class in this manner.

In an attempt to bring some conformity to Early Decision Programs among the colleges, Bowdoin has agreed with other colleges to the following procedures for candidates who have made a clear first choice of a college and who wish to apply for an Early Decision.

1. When each such candidate files his formal application for admission, he must state in writing that he wishes to be considered for an Early Decision and that he will enroll if admitted.

(Early Decision candidates may file other regular applications with the understanding that these will be withdrawn if the candidate is accepted on an Early Decision basis by his first-choice college.)

2. The student's application and request for Early Decision must be received by the College by November 1.
3. All other forms and credentials (i.e., transcripts, school reports, junior-year College Board Test results, and recommendations) must be received, and interviews, if required, must be completed by December 1. Action on applications not completed by December 1 will be postponed until the spring.
4. Successful applicants for financial aid will be notified of the amount of their awards at the time they receive their Early Decision acceptances, provided all financial aid forms and admission application forms are complete. Those applicants who are admitted without a decision on financial aid are free to continue other applications.
5. Early Decision does not normally relieve the applicant of any requirements to take and report senior-year College Board scores and is contingent upon the completion of his senior year in good standing.
6. A candidate not accepted under the Early Decision Program will automatically be transferred to the regular applicant group, where he will be considered at the normal time in the spring.

ADMISSION WITH ADVANCED STANDING: Bowdoin participates in the College Entrance Examination Board Advanced Placement Program and grants both advanced standing in courses and credit toward graduation to properly qualified students. Examinations in Advanced Placement subjects are given by the College Entrance Examination Board in May of each year, and a student is granted placement and/or credit on the basis of his examination performance. A score of 3, 4, or 5 normally results in a student's being given credit for one or two semesters of college-level work in the subject; if he elects to continue that subject in college, he is given appropriate placement. An applicant should request consideration for advanced placement and credit by arranging for his scores of tests of both junior and senior years to be sent to the Director of Admissions. These requests are reviewed by the various departments during the summer, and decisions on placement and credit are completed during registration for courses in the fall.

Candidates not offering Advanced Placement examinations may secure Advanced Placement by passing a qualifying examination at the College. Bowdoin recognizes the place of more advanced courses in secondary school, and by means of the Advanced Placement Program and the College's own program of placement intends to provide an opportunity for the unusually qualified student to extend the range of work that he may do in both school and college. Occasionally a student may gain sufficient credit to enable him to complete his college course in fewer than the usual eight Semesters.

TRANSFER STUDENTS: A limited number of students from other colleges and universities may be admitted each year to upper-class standing at Bowdoin. Candidates for transfer admission should submit early in the spring transcripts of their college and school records, results of College Board Tests, and statements of character and academic standing from the deans or advisers at their colleges. The records of transfer candidates should be of good quality in a course of study which approximates the work that would have been done at Bowdoin had they entered as Freshmen. At least one full year of residence at Bowdoin is required for the degree, but admission to the Senior Class is not usually granted.

SPECIAL STUDENTS: Special-student status is granted to persons who do not wish to become candidates for the degree but wish to pursue studies in regular classes. Admission is based upon maturity, seriousness of purpose, and adequacy of preparation for the work to be undertaken. No student is permitted to continue in special standing more than two years. Men who enter as special students and who later wish to become candidates for the degree must satisfy all of the regular requirements for admission to the College.

PROCEDURE FOR APPLICATION FOR FINANCIAL AID

Bowdoin is one of more than seven hundred colleges which ask candidates for financial aid to file information through the College Scholarship Service, P.O. Box 176, Princeton, N. J. 08540, or P.O. Box 1025, Berkeley, California 94701, or P.O. Box 881, Evanston, Illinois 60201. This organization has been formed to simplify scholarship procedures and to make decisions on awards as fair as possible. Each applicant for financial aid should obtain the Parents' Confidential Statement Form from his school and request the College Scholarship Service to forward a copy of this statement to

Bowdoin. *No other form is required by Bowdoin, and application for assistance is complete upon receipt of the Parents' Statement and the completed application for admission.* February 1 is the deadline for filing these applications. Recipients of financial aid are selected on the basis of their academic records and personal promise; the amount of such assistance is intended to meet the individual's need as calculated from the information in the Parents' Confidential Statement. Additional material about the program of financial aid at Bowdoin may be found on pages 55-82.

Awards of financial aid are made by the Committee on Student Aid in April and are announced with the letters of admission.

All correspondence concerning admission to the College and prematriculation scholarships should be addressed to the Director of Admissions, Bowdoin College, Brunswick, Maine 04011.

Scholarships, Loans, and Financial Aid

SCHOLARSHIP grants, loans, and student employment are the principal sources of aid for Bowdoin students who need help in meeting the expenses of their education. Bowdoin believes that a student who receives financial aid as an outright grant should also expect to earn a portion of his expenses and that he and his family should assume responsibility for repayment of some part of what has been advanced to help him complete his college course. Grants will total about \$500,000 in 1968-1969 and will be made to more than one-third of the student body. All awards are made on the basis of satisfactory academic work and financial need, which is a requisite in every case. The financial aid program is coordinated by the Director of Student Aid, to whom all applications, except those from students not yet enrolled in college, should be directed. Prospective freshmen should submit their applications to the Director of Admissions.

In recent years, more than \$180,000 in loans have been made annually to students. Increasingly, long-term loans are becoming an integral part of financial aid, supplementing scholarship grants. Long-term loans may also be made to students not receiving scholarship grants on recommendation of the Director of Student Aid. These loans, including those made from National Defense Student Loan funds, bear no interest during undergraduate residence. Interest at 3 percent is charged; and payment over a ten-year period is called for beginning nine months after graduation or separation; or after completion of graduate study, Peace Corps service, or not more than three years of military service, or a combination of these. National Defense Student Loans also provide for the waiver of some payments for men who become teachers. Small, short-term loans are available upon application at the Business Office.

The student employment program offers a wide variety of opportunities to undergraduates. These include direct employment by the College, employment by the fraternities, and employment by outside agencies represented on the campus or located in the community. Some jobs are assigned to supplement grants and loans, but there are other opportunities for students who are interested, able, and willing to work. Except for the assignment of a few jobs known as Bursaries, special commitments for employment are not made to Freshmen until after the opening of college in September.

The College participates in the Work-Study Program established under the Economic Opportunity Act of 1964 and in the Educational Opportunity Grants Program established under the Higher Education Act of 1965.

PREMATRICULATION SCHOLARSHIPS: About seventy Freshmen each year receive prematriculation awards to help them meet the expenses of their first year. Recently the range of awards has extended from \$750 to \$3,400. As noted above, some awards are direct grants, but most include the tender of loans and Bursaries. The size and nature of these awards depend upon the need demonstrated by the candidates. Application should be made to the Director of Admissions before February 1 of each year. A candidate will be notified of a prematriculation award at the time he is informed of the decision on his application for admission, usually about April 15.

The general basis for the award of all prematriculation scholarships is the same although there are particular qualifications in several instances which are described below. For every award, however, each candidate is judged on the basis of his academic and personal promise, as well as on the degree of his financial need. In determining these, the College considers the evidence provided by the school record, the results of standardized aptitude tests, the recommendations of school authorities and others, the range and degree of the candidate's interests, and the statement of financial resources submitted on the Parents' Confidential Statement of the College Scholarship Service.

A Freshman who holds a prematriculation award may be assured of continuing financial aid that meets his needs in his upper-class years if his year-end grades are such as to assure normal progress toward graduation. This will ordinarily require grades of *Pass* in all regular courses, except that in some cases one grade of *Fail* may be balanced by one grade of *High Honors* or two grades of *Honors*. In each upper-class year the proportion of financial aid offered as a grant will be progressively decreased, and that offered as a loan increased, except in the case of certain scholarships where the full award must be made as an outright grant.

All awards of financial aid made in anticipation of an academic year, including the Freshman year, will remain in effect for the full year unless the work of the holder is markedly unsatisfactory. Awards for such men may be reduced or withdrawn for one Semester. Awards may also be reduced or withdrawn for gross breach of conduct or discipline.

GENERAL SCHOLARSHIPS: Awards similar to prematriculation

scholarships are granted to undergraduates already enrolled in college on the basis of their academic records and their financial need. Normally, these awards are made at the end of one academic year in anticipation of the next, but applications may also be made in November for aid to be assigned during the Spring Semester. Awards made for a full year are subject to the same provisions covering prematriculation awards, but those made for a single Semester are not considered as setting award levels for the following year.

BURSARIES AND MAJOR EMPLOYMENT ASSIGNMENTS: So far as practicable all college student jobs paying as much as \$200 per year will be assigned to students of recognized need by agreement between the Director of Student Aid, the Department Head concerned, and the students to be employed. Bursaries, assigned to incoming freshmen as part of their financial aid, are subject to similar regulations, whether they involve college jobs or work in fraternities.

GRADUATE SCHOLARSHIPS: These awards are made to students who have completed their work at Bowdoin and are pursuing advanced study at other institutions. Application should be made in writing to the Director of Student Aid. They are described on pages 78-80.

Prematriculation Scholarships

MAINE SCHOLARSHIPS: These are the oldest of the prematriculation scholarships at Bowdoin. Up to eight applicants who are residents of the State of Maine are selected as recipients each year. Students who apply for admission and who file the Parents' Confidential Statement of the College Scholarship Service are automatically considered for this award. No other application forms are necessary. The value of the awards vary according to demonstrated need. Maine students are also considered for all other prematriculation awards for which they may be qualified.

Other awards specifically for candidates from Maine will be found among the scholarships listed on pages 60-77.

BOWDOIN SCHOLARSHIPS: The College offers four scholarships, varying in amount according to demonstrated need, to candidates who reside outside of the State of Maine.

BOWDOIN COLLEGE MERIT SCHOLARSHIPS: The College offers eight scholarships to be awarded by the National Merit Scholarship Corporation to eight Merit Semifinalists selected by Bowdoin College. A Semifinalist, to be considered for one of these Merit Scholarships, must indicate to the College or to the National Merit

Scholarship Corporation his interest in attending Bowdoin. Merit Scholarships ranging from \$100 to \$1,500, depending on need, are renewed annually as long as performance is satisfactory.

ALUMNI FUND SCHOLARSHIPS: A portion of the receipts of the Alumni Fund are set aside annually to provide scholarships for entering freshmen. These awards are in varying amounts depending on the financial status of each candidate; selections are made by the Faculty Committee on Student Aid.

JOHN JOHNSTON SCHOLARSHIPS: The John Johnston Fund was established to provide scholarship aid to an able and worthy candidate, preferably from rural Maine, for whom a college education would be impossible without very considerable financial assistance.

BOWDOIN FATHERS ASSOCIATION SCHOLARSHIP: An award, usually equal to tuition, is made available by the Bowdoin Fathers Association to a deserving candidate from outside New England. Selection is made by a committee composed of the Dean of the College, the Director of Admissions, and a member of the Faculty Committee on Preparatory Schools and Admissions.

GEORGE F. BAKER SCHOLARSHIPS: Each year three or four able young men who give promise of leadership and capacity for growth and development through the rich experience of liberal studies will be selected as recipients of these scholarships, the gift of the George F. Baker Trust. The specific amount of the award is flexible, depending upon the need of the individual, and may be as much as \$2,500. The Baker Scholarships are renewable throughout the recipients' Bowdoin careers, subject to continued need and effective performance. There are no restrictions to any particular field or career, although there is special interest in young men who are aiming at careers in business as the start, at least, of their life work. The special concern of the Baker Trust is the search for the development of young men as potential leaders in American life.

ADRIEL ULMER BIRD SCHOLARSHIP: One award is made each year to a resident of New England who is attending a New England school. The recipient is selected by the Dean of the College and the Director of Admissions.

GREENWOOD H. MCKAY SCHOLARSHIP: Established to assist worthy and deserving young men who desire to enter the College, with preference to residents of Augusta, Maine.

WOOLF PEIREZ SCHOLARSHIP: The Woolf Peirez Scholarship Fund was established in 1957 by L. A. Peirez to provide a scholar-

ship for an entering freshman from New York City or Nassau County, preferably for one who is foreign born or of foreign-born parents without means or influence.

JOHN BROWN RUSSWURM SCHOLARSHIP: This scholarship, named for John Brown Russwurm, of the Class of 1826, one of the first two Negroes to graduate from an American college, is awarded annually to an outstanding student, with the cooperation of the National Scholarship Service and the Fund for Negro Students.

WAYNE SIBLEY SCHOLARSHIP: One award in excess of \$1,000 is available each year to a deserving candidate from Worcester County, Massachusetts.

ALFRED P. SLOAN NATIONAL SCHOLARSHIPS: The Alfred P. Sloan Foundation, Inc., offers the College two scholarships for entering freshmen, the recipients to be selected by Bowdoin. In most cases, these awards are renewable in the Sophomore and upper-class years. These stipends may range to a maximum of \$2,500. Although the Foundation prefers to have economic need disregarded altogether as a criterion in the selection of candidates for the Sloan awards, it recognizes this would probably be impracticable. The College receives an additional grant for each scholarship recipient who is enrolled.

GENERAL MOTORS SCHOLARSHIPS: An initial award is made by Bowdoin every other year to a member of the entering class under the terms of the College Plan of the General Motors Scholarship Program. The amount of the award is not fixed but is designed to enable the student to meet his total expenses for the year. The grant may be renewed each year in accordance with the scholarship requirements of the College.

Under this program the College receives from General Motors Corporation an additional grant for each scholarship recipient who is enrolled.

PROCTER & GAMBLE SCHOLARSHIPS: These four-year scholarships are awarded by the College to entering freshmen. The grant from the Procter & Gamble Fund covers full tuition with an annual allowance for fees, books, and supplies, plus an annual grant of \$600 to the institution. Awards will be made on the basis of financial need.

ARMY RESERVE OFFICERS' TRAINING CORPS SCHOLARSHIPS: These four-year scholarships are awarded by the United States Army on a competitive basis to high school seniors. Recipients may use these scholarships at any college which will admit them and which has

the ROTC program. Additionally, scholarships for the last two years are awarded on a competitive basis to Sophomores enrolled in the four-year program. The grant from the Army covers full tuition with an annual allowance for fees, books and supplies, as well as \$50 a month subsistence pay. Awards are made without regard to financial need. Recipients must agree to take the Four-Year ROTC Program to earn a commission and to serve four years on active duty as an officer in the United States Army. To secure application forms for the four-year ROTC scholarship, individuals should write to the Commanding General of the Army Area in which they live or to the Professor of Military Science at Bowdoin College no later than October of the senior year in high school. Applications for the two-year ROTC scholarship program are made upon announcement by the Professor of Military Science.

General Scholarships

The awards made as General Scholarships are derived from funds provided by many generous donors, including alumni who contribute annually through the Alumni Fund. Most of them are assigned on an annual basis early in the summer by the Faculty Committee on Student Aid, but others, especially for Freshmen, are made at the end of the Fall Semester. The scholarships are listed in alphabetical order; the dates of foundation are enclosed within parentheses. If restrictions regarding recipients exist, this information has been added.

ALPHABETICAL LIST OF SCHOLARSHIPS

(As of March 31, 1968)

- | | |
|--|----------|
| E. Farrington Abbott Memorial Scholarship Fund (1965) | \$22,630 |
| Given by his family. | |
| Preference, first, to students from Androscoggin County, and second, to students from Maine. | |
| Clara Rundlett Achorn Scholarships (1932) | 10,000 |
| Given by Edgar O. Achorn 1881. | |
| Preferably to students from Lincoln Academy, Newcastle. | |
| Fred H. Albee Scholarship Fund (1956) | 24,445 |
| Given by Mrs. Fred H. Albee. | |
| Louella B. Albee Scholarship (1956) | |
| Given by Mrs. Fred H. Albee. | |
| One-half the income of a trust fund. | |

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- Stanwood Alexander Scholarship (1903) 9,668
 Given by DeAlva Stanwood Alexander 1870.
 Preferably to students from Richmond, or for excellence in American History.
- Leon W. and Hazel L. Babcock Fund (1965) 19,213
 Given by Leon W. Babcock 1917.
 Students showing aptitude and interest in the study of the physical sciences.
- Antanina Kunigonis-Marcinkevicius Bachulus Fund (1964) 12,256
 Given by John Matthew Bachulus 1922.
 Preference to a student of American citizenship and Lithuanian descent, or a foreign student of Lithuanian origin.
- Eva D. H. Baker Scholarship (1932) 4,546
 Given by Guy P. Estes 1909.
 Preferably to a Christian Scientist.
- Dennis Milliken Bangs Scholarship (1918) 4,829
 Given by Mrs. Hadassah J. Bangs.
- Henry Francis Barrows Scholarship (1950)
 Given by Fanny Barrows Reed.
 One or more scholarships from a trust fund, for Protestant students.
- W. S. Bass '96 and J. R. Bass '00 Memorial Scholarship Fund (1965) 11,353
 Given by members of the Bass family.
 Students from Wilton, other towns in Franklin County, or from Maine.
- Bath Iron Works Corporation Scholarship (1966)
 Given by the Bath Iron Works Corporation.
 An annual gift of \$1,000, restricted to an upperclassman who is the son of a Bath Iron Works Corporation employee, a resident of Bath, or a resident of the State of Maine.
- Richard C. Bechtel Scholarship Fund (1967) 2,988
 Given by Richard C. Bechtel 1936.
 Preference to students showing aptitude and interest in the field of Mathematics.
- Charles R. and Mary D. Bennett Scholarship Fund (1967) 5,000
 Given by Mrs. Charles R. Bennett.
 Students from Yarmouth, from North Yarmouth Academy or Yarmouth High School, or from Cumberland County.
- Freeman E. Bennett and Ella M. Bennett Fund (1950) 33,180
 Given by Mrs. Freeman E. Bennett.

Harold Lee Berry Scholarship Fund (1959) Given by Harold Lee Berry 1901.	14,887
Charles G. Berwind Scholarship Fund (1966) Given by Charles G. Berwind and others. Preference to students who have been associated with the program of the Big Brothers of America, Inc.	22,636
Beverly Scholarship (1923) Given by the Beverly (Mass.) Men's Singing Club. Preference to students from Beverly, Massachusetts.	2,654
William Bingham, 2nd, Scholarship Fund (1956) Given by the Trustees, Betterment Fund under the will of William Bingham, 2nd. Students from Bethel, other towns in Oxford County, or from Maine.	25,000
Adriel U. Bird Scholarship Fund (1953) Given by a friend of Adriel U. Bird 1916. Students from New England graduated from New England schools.	100,000
Blake Scholarship (1882) Given by Mrs. Noah Woods.	3,885
George Franklin Bourne Scholarship (1887) Given by Mrs. Narcissa Sewall Bourne.	970
Bowdoin Club of Boston Scholarship (1965) Given by the Bowdoin Club of Boston. An annual gift for an enrolled student from the Boston area.	
James Bowdoin Student Aid Fund (1962) Given by several persons.	2,310
George W. R. Bowie Fund (1965) Given by William Roland Bowie. A needy Protestant student, preferably a country boy of American ancestry from Androscoggin County.	3,000
Robert W. Boyd Scholarship Fund (1968) Given by his friends.	4,053
John Hall and George Monroe Brett Fund (1957) Given by Mrs. John Hall Brett.	47,735
Geraldine Brewster Scholarship Endowment Fund (1957) Given by Geraldine Brewster.	4,288
William Buck Scholarship Fund (1947) Given by Anna S. Buck. A premedical student, preferably from Piscataquis County.	1,500

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Moses M. Butler Scholarship Fund (1903) Given by Mrs. Moses M. Butler.	9,545
Buxton Scholarship Fund (1875) Given by Cyrus Woodman 1836, Frank H. L. Hargraves 1916, and Gordon S. Hargraves 1919. Preference to natives and residents of Buxton.	10,388
Florence Mitchell Call Scholarship (1927) Given by Norman Call 1869.	1,500
Sylvester B. Carter Scholarship (1918) Given by Sylvester B. Carter 1866. Residents of Massachusetts.	2,726
Justus Charles Fund (1875) Given by Justus Charles.	9,595
Henry T. Cheever Scholarship (1897) Given by Henry T. Cheever 1834.	486
Chi Psi Scholarship (1946) Given by the Chi Psi Fraternity. \$200 annually, under certain circumstances.	
Hugh J. Chisholm Scholarship (1915) Given by Mrs. Hugh J. Chisholm and Hugh J. Chisholm, Jr.	69,649
Claff Scholarship Fund (1963) Given by the Claff Charitable Foundation. No award until principal reaches \$25,000.	15,350
Samuel Clark, Jr., Scholarship Fund (1941) Given by Samuel W. Clark, Jr. Students serving as assistants, preferably from Portland.	12,500
Class of 1872 Scholarship (1903) Given by the Class of 1872.	2,444
Class of 1881 Scholarship (1907) Given by the Class of 1881.	3,947
Class of 1892 Scholarship Fund (1918) Given by the Class of 1892.	1,447
Class of 1896 Memorial Scholarship Fund (1917) Given by the Class of 1896.	5,800
Class of 1903 Scholarship (1914) Given by the Class of 1903. Preference to descendants of members of the Class.	20,691

1916 Class Fund (1941)	5,507
Given by the Class of 1916.	
Class of 1920 Scholarship Fund (1938)	610
Given by the Class of 1920.	
Class of 1926 Fund (1951)	35,686
Given by the Class of 1926.	
Class of 1929 Memorial Scholarship Fund (1954)	32,815
Given by the Class of 1929.	
Preference to descendants of members of the Class.	
Class of 1930 Scholarship Fund (1955)	18,739
Given by the Class of 1930.	
Class of 1931 Memorial Fund (1956)	19,946
Given by the Class of 1931.	
Class of 1932 Scholarship Fund (1957)	19,716
Given by the Class of 1932.	
Class of 1933 Memorial Fund (1958)	13,633
Given by the Class of 1933.	
Preference to descendants of members of the Class.	
Class of 1936 Scholarship Fund (1961)	30,933
Given by the Class of 1936.	
Class of 1940 Memorial (1965)	17,574
Given by the Class of 1940.	
Preference to students of meritorious scholastic achievement who are athletically adept.	
1944 Class Fund (1944)	10,992
Given by the Class of 1944.	
James F. Claverie Memorial Scholarship Fund (1967)	5,506
Given by Mrs. Dorothy A. Claverie.	
Preference to descendants of James F. Claverie 1910.	
Mary Cleaves Scholarship Fund (1872)	3,012
Given by Mary Cleaves.	
Philip O. and Alice Meyer Coffin Scholarship Fund (1967)	10,035
Given by Alice M. Coffin.	
Preference to students who graduated from the Brunswick High School.	
Sanford Burton Comery Fund (1936)	1,000
Given by the Belmont High School and friends.	
Preferably to a student from the Belmont, Massachusetts, High School, or the Thomaston, Maine, High School.	

Albert D. and Madelyn Dyer Conley Scholarship Fund (1968)	3,462
Given by Mr. and Mrs. Albert D. Conley in memory of John Small Dyer, Medical 1904. Preference to physically or socially handicapped students from the State of Maine.	
Connecticut Alumni Scholarship Fund (1955)	10,250
Given by the Bowdoin Alumni Association of Connecticut.	
Carleton S. Connor Memorial Fund (1963)	32,010
Given by his friends and relatives. Preference to students from Connecticut.	
E. C. Converse Scholarship Fund (1922)	51,376
Given by Edmund Cogswell Converse.	
Leon T. and Florence Kennedy Conway Scholarship Fund (1967)	2,725
Given by Leon T. Conway 1911 and Mrs. Conway. Preference to students from Hackensack and other New Jersey communities.	
Harry S. and Jane B. Coombs Fund (1962)	2,000
Given by Mrs. Harry S. Coombs.	
Else H. Copeland Scholarship Fund (1955)	30,000
Given by Melvin Thomas Copeland 1906.	
Manton Copeland Scholarship Fund (1960)	20,446
Given by friends of Professor Copeland. Preference to Juniors and Seniors majoring in Biology.	
Cram Memorial Scholarship (1872)	973
Given by Marshall Cram.	
Ephraim Chamberlain Cummings Scholarships (1914)	2,914
Given by Mrs. Ephraim C. Cummings.	
Charles M. Cumston Scholarship (1902)	24,176
Given by Charles M. Cumston 1843. Preferably to graduates of the English High School of Boston.	
Mary Decrow Dana Scholarship Fund (1967)	25,979
Given by Luther Dana 1903.	
Dr. Murray Snell Danforth Fund (1956)	10,000
Given by Agnes H. Danforth. Legal residents of Maine preparing for the medical or related professions.	

Deane Scholarship in English Literature (1924) Given by Mrs. Sarah M. B. Deane. A deserving student showing particular ability in English Literature.	993
Benjamin Delano Scholarship (1877) Given by Benjamin Delano.	973
Delaware Scholarships (1953) Given by an anonymous donor. An annual gift, in amount of tuition, restricted to students from Delaware.	
Dodge Fund (1959) Given by Leon A. Dodge 1913. Most deserving student who graduated from Lincoln Academy, Newcastle, or if none, to students from Lincoln County.	20,000
John C. Dodge Scholarship (1872) Given by John C. Dodge 1834 and his family.	5,413
James L. and Harriet I. Doherty Scholarship (1931) Given by Mrs. James L. Doherty.	5,000
Frank Newman Drew Scholarship (1926) Given by Franklin M. Drew 1858.	2,000
Edward A. Drummond Scholarships (1914) Given by Edward A. Drummond. Preferably to students from Bristol.	5,050
Joseph Blake and Katharine Randall Drummond Scholarship Fund (1966) Given by Mrs. Joseph B. Drummond. Preference to students from Cumberland County.	14,200
Charles Dummer Scholarships (1874) Given by Mrs. Charles Dummer.	6,166
Jessie Ball du Pont Scholarship Fund (1966) Given by Mrs. Alfred I. du Pont.	167,969
Emma Jane Eaton Scholarship (1944) Given by Mrs. Emma Jane Eaton. Students who are graduates of the Calais High School or natives of Washington County.	10,000
Arnold Robert Eck 1942 and Charles Everett Eck 1941 Memorial Scholarships (1947) Given by Mrs. Edith Eck Boyer. Two scholarships of \$250 each annually, one to a member of the Chi Psi Fraternity.	

Scholarships, Loans, and Financial Aid 67

Ayres Mason Edwards Scholarships (1937)	5,375
Given by Mrs. Ayres Mason Edwards.	
Robert Seaver Edwards Scholarship Fund (1965)	10,000
Given by an anonymous donor.	
John F. Eliot Scholarship (1932)	35,676
Given by John F. Eliot 1873 and Mrs. Eliot.	
And Emerson Scholarships (1875)	7,245
Given by And Emerson.	
Emery Scholarship (1933)	12,073
Given by Mrs. Anne Crosby Emery Allinson.	
For an individual boy to be selected by the Dean of the College.	
William Engel Fund (1936)	21,692
Given by Mrs. William Engel.	
Dana Estes Scholarship (1912)	2,460
Given by Dana Estes.	
Guy Parkhurst Estes Scholarships (1958)	100,000
Given by Guy Parkhurst Estes 1909.	
Lewis Darenydd Evans II, Scholarship Fund	142,796
Given by Frank C. Evans 1910 and Mrs. Evans.	
As scholarships or loans to students from the State of Maine.	
George B. Farnsworth-Thomas P. and Agnes J. Hanley Scholarship Fund (1966)	9,413
Given by Miss Margaret A. Hanley and Daniel F. Han- ley 1939.	
Preference to Juniors and Seniors who are premedical students.	
Hugh F. Farrington Scholarship Fund (1947)	200
Given by Mrs. Hugh F. Farrington.	
A member of the Phi Delta Psi Fraternity to be awarded at the end of his Junior year.	
G. W. Field Fund (1881)	4,066
Given by George W. Field 1837.	
Preference, first, to students or graduates of the Bangor Theo- logical Seminary, and second, to graduates of the Bangor High School.	
Edward Files Scholarship Fund (1960)	3,600
Given by Charles Edward Files 1908.	
Preference to a student from Cornish or a nearby town.	
Joseph N. Fiske Scholarship (1896)	973
Given by Mrs. Joseph N. Fiske.	

Dr. Ernest B. Folsom Scholarship Fund (1967) Given by Effie I. Jordan.	15,000
William E. Foster Scholarship Fund (1968) Given by Mrs. Alta Whitehouse Foster and an anonymous donor. Preference to students intending to pursue a career in journalism.	70,000
Benjamin Apthorp Gould Fuller, of the Class of 1839, Scholarship (1916) Given by an anonymous donor. Preference to a student from Augusta.	1,242
George Gannett Fund (1913) Given by Mrs. George Gannett.	6,289
General Electric College Bowl Scholarship Fund (1964) Given by the General Electric Company and others.	14,081
William Little Gerrish Scholarship (1890) Given by Frederic Henry Gerrish 1866.	973
Charles H. Gilman Scholarship (1924) Given by Mrs. Charles H. Gilman.	1,000
Given Foundation Scholarship Fund (1960) Given by the Irene Heinz Given and John LaPorte Given Foundation, Inc.	100,000
Dr. Edwin W. Gould Scholarship (1936) Given by Edwin W. Gould, Medical 1887.	1,000
Joseph and Lester Gumbel Scholarship Fund (1959) Given by Lester Gumbel 1906.	20,000
Henry W. and Anna E. Hale Scholarship Fund (1945) Given by an anonymous donor.	15,154
John P. Hale Scholarship (1916) Given by Mrs. John P. Hale and Mrs. Elizabeth Hale Jacques.	3,780
Hall-Mercer Scholarship Fund (1940) Given by the Rev. Alexander G. Mercer.	74,726
John F. Hartley Scholarship (1915) Given by Frank Hartley. Students or graduates intending to enter the profession of the law.	13,988
Moses Mason Hastings Fund (1933) Given by Mrs. Fred H. Dodge. Preferably to students from Bethel and Bangor.	8,753

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Hasty Scholarship Fund (1912)	1,000
Given by Almira K. Hasty.	
Preferably to students from Portland or Cape Elizabeth.	
John W. and Florence S. Higgins Scholarship Fund (1966)	9,812
Given by John W. Higgins 1902 and Mrs. Higgins.	
Preference to students from Starks, Skowhegan, Somerset County, and Maine, in that order.	
Ernest Laurence Hill Scholarship Fund (1960)	117,500
Given by Mrs. Annette S. Hill.	
Linnie P. Hills Fund (1963)	9,809
Given by Mrs. Linnie P. Hills.	
Howe Scholarship (1931)	44,167
Given by Lucien Howe 1870.	
Preferably to students intending to study ophthalmology or allied subjects.	
Caroline Huntress Scholarship Fund (1943)	979
Given by Roderick L. Huntress 1927.	
Guy H. Hutchins Scholarship (1943)	1,000
Given by Guy H. Hutchins, Medical 1899.	
A student majoring in Biology or Chemistry.	
Winfield S. Hutchinson Scholarships (1959)	33,416
Given by Mrs. Winfield S. Hutchinson.	
William Dunning and Mary Elliott Ireland Scholarship Fund (1968)	1,000
Given by William D. Ireland, Jr. 1949.	
Preference to a student who has had some connection with the College in the past.	
Ireson-Pickard Scholarship (1960)	5,000
Given by Jennie E. Ireson.	
Howard Rollin Ives Memorial Scholarship (1917)	38,038
Given by friends of Howard Rollin Ives 1898.	
Henry Whiting Jarvis Scholarship Fund (1954)	1,000
Given by Mrs. Eleanor Jarvis Newman.	
Alfred Johnson Scholarships (1870)	2,913
Given by Alfred Waldo Johnson 1845.	
John Johnston Fund (1938)	25,000
Given by Albert W. Johnston.	
Sarah Maude Kaemmerling Scholarship and Loan Fund (1959)	106,366
Given by Mrs. Sarah Maude Kaemmerling.	

Kappa Scholarship Fund (1947)	5,387
Given by Charles S. F. Lincoln 1891.	
To a member of the Psi Upsilon Fraternity.	
Frank H. Kidder Scholarship (1929)	21,333
Given by Frank H. Kidder.	
Preference to graduates of Thayer Academy or students from Massachusetts.	
Charles Potter Kling Fund (1934)	50,000
Given by Charles P. Kling.	
Provides tuition and books for students of Colonial or Revolutionary ancestry.	
George B. Knox Fund (1962)	683,372
Given by George B. Knox 1929 and Mrs. Knox.	
Preference, first, to students from California and, second, to students from the Pacific coast as scholarships or financial aid.	
Frederic Evans Lally Scholarship (1902)	486
Given by Frederic Evans Lally 1882.	
Joseph Lambert Fund (1896)	970
Given by Mrs. Ann E. Lambert.	
John V. Lane Scholarship (1942)	5,000
Given by Susan H. Lane.	
Lawrence Foundation (1847)	6,220
Given by Mrs. Amos Lawrence.	
Preference to graduates of Lawrence Academy.	
Lawrence Scholarship (1926)	25,025
Given by Mrs. Samuel C. Lawrence.	
Students residing in the State of Maine.	
Richard Almy Lee Scholarship (1910)	2,000
Given by Mrs. Elizabeth Lee Eliot and Miss Sylvia Lee.	
Preference to a member of the Beta Theta Pi Fraternity.	
Edward K. Leighton Scholarships (1953)	
Given by Edward K. Leighton 1901.	
A part of the income of the Edward K. Leighton Fund.	
Students residing in Knox County.	
Leon Leighton and Margaret B. Leighton Scholarship Fund (1944)	10,000
Given by Leon Leighton, Jr., 1919.	
Preference to descendants of alumni of Bowdoin College.	
Frank E. and Nellie V. Leslie Scholarship Fund (1967)	5,000
Given by Nellie V. Leslie.	
Preference to students from Maine or Massachusetts pursuing a premedical course.	

Abraham S. Levey and Fannie B. Levey Foundation Scholarships (1965)	
Given by The Second Abraham S. and Fannie B. Levey Foundation.	
An annual gift of \$500.	
Weston Lewis Scholarship (1919)	15,000
Given by Mrs. Weston Lewis.	
Charles F. Libby Scholarship (1915)	3,270
Given by Charles F. Libby 1864.	
A student and resident of Portland, preferably pursuing a classical course.	
Agnes M. Lindsay Scholarships (1953)	
Given by Agnes M. Lindsay Trust.	
An annual gift of \$8,000. Preference for students from rural New England.	
Amos D. Lockwood Scholarship (1888)	1,103
Given by Mrs. Sarah F. Lockwood.	
George C. Lovell Scholarship (1917)	1,974
Given by Mrs. George C. Lovell.	
Preference to a student from Richmond.	
Lubec Scholarship Fund (1961)	50,000
Given by Sumner T. Pike 1913.	
Preference to current or former residents, or descendants of residents, of Lubec, with second preference to students similarly associated with other communities in Washington County.	
Moses R. Ludwig and Albert F. Thomas Scholarships (1884)	1,017
Given by Mrs. Moses R. Ludwig.	
Earle Howard Lyford Scholarship (1956)	2,000
Given by Mrs. Earle Howard Lyford.	
Louis Blalock McCarthy Scholarship Fund (1966)	15,730
Given by his family and friends.	
Scott S. McCune Scholarship Fund (1963)	25,000
Given by Mr. and Mrs. George W. McCune, Jr., George B. Knox 1929, and Mrs. Knox.	
Preference to students from Idaho and Utah.	
S. Forbush McGarry, Jr., Scholarship Fund (1941)	2,000
Given by S. Forbush McGarry, Jr., 1936.	
Greenwood H. McKay Fund (1965)	10,000
Given by Roland L. McKay, Medical 1908.	
Preference to students from Augusta.	

Max V. MacKinnon Scholarship Fund (1968) Given by Mrs. Louise McCurdy MacKinnon.	1,028
George Clifton Mahoney Fund (1939) Given by George C. Mahoney 1891.	8,310
Richard S. Mason Scholarships (1958) Given by Jane Graham Mason. One-third of the income of a fund of \$40,000.	
Charles P. Mattocks Scholarship (1955) Given by Mrs. Mary M. Bodge.	2,000
Francis LeBaron Mayhew Scholarship Fund (1922) Given by Mrs. Francis LeBaron Mayhew.	6,333
James Means Scholarship (1885) Given by William G. Means.	2,040
Joseph E. Merrill Scholarships (1909) Given by Joseph E. Merrill 1854. The sum of \$4,000 annually from the income of this fund. To American-born students, preferably those born in Maine.	
Edward F. Moody Scholarship (1912) Given by Inez A. Blanchard and others. To a meritorious student for proficiency in Chemistry.	5,426
Jennie L. Moody Fund (1947) Given by William A. Moody 1882.	20,000
Hoyt A. Moore Scholarship Fund (1954) Given by Hoyt A. Moore 1895. For Maine boys, preferably from Ellsworth and other places in Hancock County.	100,000
Malcolm E. Morrell Scholarship Fund (1967) Given by his friends. To a member of the Junior or Senior Class.	2,397
Freedom Moulton Scholarship Fund (1933) Given by Augustus F. Moulton 1873.	10,395
New Hampshire Charitable Fund Scholarship (1964) Given by the New Hampshire Charitable Fund and New Hampshire Alumni. A student residing in the State of New Hampshire.	30,000
Edward Henry Newbegin Scholarship (1909) Given by Henry Newbegin 1857.	1,456
Guilford S. Newcomb Scholarship (1939) Given by Edward R. Stearns 1889. A worthy student from Warren.	1,000

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Crosby Stuart Noyes Scholarships (1897)	3,885
Given by Crosby Stuart Noyes.	
Preference to natives or residents of Minot.	
O'Brien Scholarship (1935)	5,000
Given by Mrs. Harriet O'Brien Walker.	
Preferably to students from Machias.	
Osborne-Fawcett Scholarship Fund (1967)	20,000
Given by Mrs. D. C. Osborne.	
Preference to students from the New York City-Long Island, N. Y., area.	
Packard Scholarship (1905)	2,000
Given by Alpheus S. Packard, Jr., 1861.	
A student in Botany, Geology, or Zoology.	
Abby Page Scholarships (1919)	
Given by Harvey Dow Gibson 1902.	
Two scholarships of \$250 each to two boys of each graduating class in Fryeburg Academy, to be selected by the Trustees of the Academy.	
George Winfield Parsons Scholarship (1956)	2,500
Given by Harry S. Parsons, Medical 1891.	
To a student from Brunswick.	
John H. Payne Scholarship (1947)	9,500
Given by John H. Payne 1876.	
Preferably students born and brought up in the State of Maine.	
John H. and Ernestine A. Payne Scholarship Fund (1947)	168,895
Given by Mrs. John H. Payne.	
Preferably students born and brought up in the State of Maine.	
Payson Scholarship (1935)	193,887
Given by Mrs. Charles H. Payson.	
Roland Marcy Peck Memorial (1917)	973
Given by Anna Aurilla Peck.	
Woolf Peirez Scholarship Fund (1958)	22,181
Given by Louis A. Peirez.	
Students from New York City or Nassau County, preferably those who are foreign born or are of foreign-born parents.	
Samuel H. and Sarah Allen Perkins Scholarship Fund (1947)	1,007
Given by Dr. Anne E. Perkins and Dr. Effie A. Stevenson.	
Arthur Lincoln Perry Scholarship (1936)	5,000
Given by Mary Adelia Perry.	

Trueman S. Perry Scholarship (1939)	882
Given by Trueman S. Perry 1850.	
A student looking to the Evangelical ministry as a profession.	
Margaret M. Pickard Scholarship Fund (1954)	35,000
Given by John C. Pickard 1922.	
Pierce Scholarship (1878)	1,020
Given by Mrs. Lydia Pierce.	
Stanley Plummer Scholarship (1920)	2,016
Given by Stanley Plummer 1867.	
Preference to students born in Dexter.	
Potter Scholarship (1950)	52,500
Given by Caroline N. Potter.	
Walter Averill Powers 1906 Scholarship Fund (1963)	10,000
Given by Ralph A. Powers 1913.	
A student residing in the State of Maine.	
John Finzer Presnell, Jr., Scholarship Fund (1947)	1,000
Given by Mr. and Mrs. John F. Presnell.	
A student of high Christian principles.	
C. Hamilton Preston, Class of 1902, Scholarship (1955)	2,000
Given by C. Hamilton Preston 1902.	
Annie E. Purinton Scholarship (1908)	5,005
Given by Mrs. D. Webster King.	
Preference to a Topsham or Brunswick boy.	
Henry Brewer Quinby Scholarship Fund (1930)	43,000
Given by Mrs. Gurdon Maynard.	
Preference to students from Maine, of American ancestry on both sides.	
Returned Scholarships (1933)	8,273
Given by various persons.	
C. Earle Richardson and Ethel M. Richardson Fund (1962)	85,000
Given by C. Earle Richardson 1909.	
Preference to students from Maine.	
Flora T. Riedy Fund (1965)	15,000
Given by Flora T. Riedy.	
As scholarships or loans to students.	
Rodney E. Ross 1910 Scholarship Fund (1965)	15,841
Given by Rodney E. Ross 1910.	
Walter L. Sanborn Oxford County Scholarship Fund (1948)	19,400
Given by Walter L. Sanborn 1901.	
Residents of Oxford County, preferably from Norway and Paris.	

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Mary L. Savage Memorial Scholarship (1872)	1,068
Given by William T. Savage 1833.	
Vernon and James Segal Fund (1966)	700
Given by Vernon L. Segal 1943 and James S. Segal 1950.	
As a scholarship or loans to students.	
Stephen Sewall Scholarship (1873)	1,068
Given by Stephen Sewall.	
William B. Sewall Scholarship (1870)	1,129
Given by Mrs. William B. Sewall.	
Charles Burnham Shackford Scholarship Fund (1963)	10,000
Given by Martha Hale Shackford.	
A student or students studying in the humanities.	
Charles Wells Shaw Scholarship (1942)	1,000
Given by Mrs. William Curtis Merryman.	
Preference to residents of Bath or Brunswick.	
Shepley Scholarship (1871)	973
Given by Ether Shepley.	
Shumway Scholarship (1959)	91,449
Given by the family of Sherman N. Shumway 1917.	
Students giving evidence of interest and ability in accomplishing leadership in campus activities and citizenship.	
Wayne Sibley Scholarship (1956)	35,100
Given by the George I. Alden Trust and his family.	
Preferably to a student from Worcester County, Massachusetts.	
Freeman H. and Anne E. Smith Scholarships (1934)	2,000
Given by Mrs. Cora A. Spaulding.	
To two students preferably from North Haven, Vinalhaven, or Rockland.	
Joseph W. Spaulding Fund (1926)	2,500
Given by Mary C. Spaulding.	
To a member of the Freshman Class.	
Ellis Spear Scholarship (1919)	11,006
Given by Ellis Spear 1858.	
William E. Spear Scholarship Fund (1924)	1,195
Given by Mrs. William E. Spear.	
John G. Stetson '54 Fund (1954)	58,975
Given by Marian Stetson.	
Preference to boys from Lincoln County.	
Hattie M. Strong Foundation Scholarship Fund in Memory of Justice Harold Hitz Burton (1966)	
Given by the Hattie M. Strong Foundation.	
An annual gift of \$4,000.	

William Law Symonds Scholarship (1902)	3,367
Given by his family.	
Preference to a student showing tendency to excellence in Literature.	
Jane Tappan Scholarship Fund (1956)	7,000
Given by Mrs. Margaret Tappan Shorey.	
W. W. Thomas Scholarship (1875)	5,828
Given by William Widgery Thomas 1860.	
Earle S. Thompson Scholarship Fund (1961)	31,132
Given by Earle S. Thompson 1914.	
Preference, first, to graduates of high schools in Sagadahoc County or whose homes are in that County, and second, to those resident in the State of Maine.	
Frederic Erle Thornlay Tillotson Scholarship Fund (1962)	12,513
Given by his friends.	
A freshman interested and talented in Music.	
Marvin Tracey Memorial Scholarship Fund (1965)	2,518
Given by Mrs. Dorothy Simon.	
Charles I. Travelli Scholarships (1948)	
Given by the Charles I. Travelli Fund.	
Annual stipends awarded from year to year by the Trustees of the Fund to students of high character and scholastic standing whose participation in extracurricular activities and whose "campus citizenship" have contributed significantly to the interests of the College as a whole.	
Hiram Tuell Fund (1946)	500
Given by Harriet E. and Anne K. Tuell.	
21 Appleton Hall Scholarship (1940)	3,000
Given by its former occupants.	
Walker Scholarships (1935)	25,000
Given by Annetta O'Brien Walker.	
Genevieve Warren Memorial Scholarship Fund (1967)	14,035
Given by Herbert E. Warren 1910.	
John Prescott Webber, Jr., Scholarship (1902)	2,654
Given by John P. Webber.	
George Webster Scholarship (1947)	3,000
Given by Mary L. Webster.	
Arthur D. and Francis J. Welch Scholarship Fund (1967)	101,500
Given by Mr. and Mrs. Edward P. Morgan, Vincent B. Welch 1938, and Mrs. Welch.	

Preference to academically talented students of high character, with leadership potential and athletic proficiency, and from outside New England.

Wentworth Scholarship Fund (1937) 1,000
Given by Walter V. Wentworth 1886.

Western Electric Fund Scholarship (1966)
Given by the Western Electric Fund.
An annual gift of not more than \$1,000, with preference to a student showing ability in fields of study related to the operations of the Western Electric Company.

Ellen J. Whitmore Scholarship (1903) 1,943
Given by Ellen J. Whitmore.

Huldah Whitmore Scholarships (1887) 4,856
Given by William G. Barrows 1839.

Nathaniel McLellan Whitmore and George Sidney Whitmore Scholarships (1887) 2,096
Given by Mrs. Mary J. Whitmore.

Frederick W. and Elizabeth M. Willey Scholarship Fund (1963) 7,529
Given by Frederick W. Willey 1917 and Mrs. Willey.
No award for ten years.

Clara Bowdoin Winthrop Scholarship (1959)
Given by Clara Bowdoin Winthrop.

Roliston G. Woodbury Scholarship Fund (1964) 1,050
Given by his friends.

Richard Woodhull Scholarship (1912) 9,964
Given by Mrs. Mary E. W. Perry.
Preference to the descendants of the Reverend Richard Woodhull.

Cyrus Woodman Scholarships (1903) 8,888
Given by Mary Woodman.

Fountain Livingston Young and Martha Higgins Young Scholarship Fund (1964) 21,103
Given by Paul C. Young 1918 and John G. Young 1921.
Preference to descendants of Fountain and Martha Young, or to residents of the State of Texas.

Louis J. Zamanis Scholarship Fund (1961) 8,000
Given by Mrs. Louis J. Zamanis.

In recent years numerous corporations, foundations, and individuals have made gifts for scholarship purposes. Such gifts are listed each year in the *Financial Reports*.

Graduate Scholarships: Arts and Sciences

Applications for graduate scholarships should be made in writing to the Director of Student Aid before May 15, 1969.

CLASS OF 1922 GRADUATE SCHOLARSHIP FUND: A fund of \$25,302 from an anonymous donor honoring the members of the Class of 1922, living and deceased. Ninety percent of the income from the Fund is to be awarded to a deserving member of the graduating class to help defray the expenses of graduate work designed to assist him in preparing for a career in teaching at either the college or the secondary school level. (1965)

CHARLES CARROLL EVERETT SCHOLARSHIP: A fund of \$13,993 bequeathed by Miss Mildred Everett in memory of her father, Charles Carroll Everett, D.D., of the Class of 1850, the net income of which is given to that graduate of Bowdoin College whom the President and Faculty shall deem the best qualified to take a postgraduate course in either this or some other country. (1904)

GUY CHARLES HOWARD SCHOLARSHIP: A fund of \$21,155 bequeathed to the College by Miss Ethel L. Howard in memory of her brother, Guy Charles Howard, of the Class of 1898, the income of which is to be used to enable "some qualified student to take a postgraduate course in this or some other country, such student to be designated by the Faculty." (1958)

HENRY W. LONGFELLOW GRADUATE SCHOLARSHIP: A fund of \$10,058 given by the daughters of Henry W. Longfellow, of the Class of 1825—Miss Alice M. Longfellow, Mrs. Edith L. Dana, and Mrs. Annie L. Thorpe—for a graduate scholarship "that would enable a student, after graduation, to pursue graduate work in some other college, or abroad if considered desirable; the work to be done in English, or general literature, and the field to be as large as possible—Belles Lettres in a wide sense. The student to be selected should be one not merely proficient in some specialty, or with high marks, but with real ability in the subject and capable of profiting by the advanced work, and developing in the best way." (1907)

THE WILMOT BROOKINGS MITCHELL GRADUATE SCHOLARSHIP: An award of \$1,000 from a fund established by Hugh A. Mitchell, of the Class of 1919, "to honor the memory of my father and his love for Bowdoin." Professor Mitchell was a member of the Class of 1890 and from 1893 to 1939 Edward Little Professor of Rhetoric and Oratory. The award is made by the President upon recommen-

dation of a committee composed of the three senior professors of the Department of English "to a member of each graduating class who has majored in English and intends to teach English, the winning candidate to be selected on the basis of character as well as superior ability and talent for teaching." The award is to be used to help defray the costs of graduate work in a leading university in this country or England. (1965)

GALEN C. MOSES GRADUATE SCHOLARSHIP: A fund of \$5,010 bequeathed by Emma H. Moses in memory of her husband, a member of the Class of 1856, the income "to be awarded and paid to the student most proficient in any natural science during his undergraduate course, who shall actually pursue a postgraduate course in such science at any recognized college or university; said income to be paid to such student for a period not exceeding three years, unless he sooner completes or abandons said postgraduate course." (1934)

O'BRIEN GRADUATE SCHOLARSHIP: A fund of \$20,000 given by Mrs. John Washburn, of Minneapolis, in memory of her uncles, John, William, Jeremiah, and Joseph O'Brien, for a "scholarship, preferably a graduate scholarship, for a student, or students, to be selected annually by the Faculty, who shall be deemed most suitable to profit by travel or advanced study, either in this country or abroad." (1937)

NATHAN WEBB RESEARCH SCHOLARSHIP IN ENGLISH OR IN ENGLISH LITERATURE: A fund of \$32,217 bequeathed to the College by Dr. Latham True in memory of his wife's father, the Honorable Nathan Webb, LL.D., the income to be used to support a scholarship of \$1,200 annually. The recipient must have received his A.B. from Bowdoin, preferably be unmarried, and use the scholarship in his study toward a Ph.D. "If deemed advisable, the said scholarship may be awarded to the same student for two or three years in succession, but no longer." (1963)

In addition to the scholarships indicated here, Bowdoin students will be nominated and placed in competition for the Rhodes Scholarships, Woodrow Wilson Fellowships, and the Marshall Scholarships, and may apply for the Fulbright-Hays Scholarships for study abroad, National Science Foundation Graduate Fellowships, and other fellowships supported by the Government, foundations, or universities.

Graduate Scholarship: Law

LEE G. PAUL SCHOLARSHIP: A fund of \$14,050 given by Lee G. Paul, of the Class of 1929, the income to be used to provide financial assistance to graduates attending the Harvard University School of Law and requiring financial aid. (1964)

Graduate Scholarships: Medicine

GARCELON AND MERRITT FUND: About \$15,000 from the income of this fund, established in memory of Seward Garcelon, of the Medical Class of 1830, and Samuel Merritt, of the Medical Class of 1843, is appropriated annually for medical scholarships. The larger part of the amount is awarded to students pursuing their studies in medical schools, and the remainder may be assigned to students in the College who are taking premedical courses; but, in the discretion of the Trustees, all of the income available may be assigned to students in medical schools.

Awards are made only to "worthy and struggling young men . . . in need of pecuniary aid," and preference is given to graduates and former students of Bowdoin College. Applications from men not graduates or former students of Bowdoin College, but who are residents of the State of Maine, may be considered after they have completed one year in medical school.

Applications for medical scholarships must be made upon forms furnished by the Director of Student Aid, and must be received by the Director before December 15.

Loan Funds

(As of March 31, 1968)

The following Loan Funds were established to assist students in unexpected circumstances to continue their college courses. Applications for loans should be addressed to the Director of Student Aid.

Bowdoin Loan Fund (1959)	115,354
College appropriation.	
Cummings Loan Fund (1943)	2,361
Given by George O. Cummings 1913.	
Administered by the Deans.	
Davenport Loan and Trust Fund (1908)	14,438
Given by George P. Davenport 1867.	

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George P. Davenport Student Loan Fund (1959)	2,581
Given by the Trustees of the Davenport Fund.	
Residents of the State of Maine, preferably graduates of Morse High School, Bath.	
Harry Fabyan Students' Aid Fund (1966)	5,041
Given by Mrs. Harry C. Fabyan.	
Administered by the President of the College.	
Guy P. Gannett Loan Fund (1941)	18,430
Given by an anonymous donor.	
Augustus T. Hatch Loan Fund (1958)	5,375
Given by the Davenport-Hatch Foundation, Inc.	
Albion Howe Memorial Loan Fund (1903)	4,740
Given by Lucien Howe 1870.	
Edward P. Hutchinson Loan Fund (1940)	647
Given by Edward P. Hutchinson 1927.	
Administered by the Deans.	
William DeWitt Hyde and Kenneth C. M. Sills Loan Fund (1964)	27,683
Established by Fred R. Lord 1911.	
Administered by the President and Dean of the College.	
For undergraduates, instructors, and assistant professors.	
Arthur Stephen Libby Memorial Fund (1949)	1,518
Given by Mrs. Arthur S. Libby.	
Charles W. Marston Loan Fund (1960)	5,386
Given by Mrs. Charles W. Marston.	
Meddiebempsters Loan Fund (1950)	535
Given by "The Meddiebempsters."	
Carleton P. Merrill Loan Fund (1963)	10,095
Given by Ella P. Merrill.	
New England Society Loan Fund (1947)	2,816
Given by the New England Society in the City of New York.	
President's Loan Fund (1909)	23,816
Given by various donors.	
Alfred P. Sloan Foundation Loan Fund (1960)	13,786
Given by the Alfred P. Sloan Foundation, Inc.	

In addition, under the terms of The National Defense Education Act Loan Fund, about \$748,067 has been provided by grants from the United States Government and supplemented by the Col-

lege in the amount of \$83,119. Loans are made as provided under Title II, Public Law 85-864 of September 2, 1958—The National Defense Education Act of 1958, as amended. (1959)

Student Book Fund

Harold Hitz Burton Student Book Fund (1967)

A fund of \$5,162 given in honor and memory of the late Honorable Harold Hitz Burton, LL.D., of the Class of 1909, by members of the Bowdoin Club of Washington and others to assist needy Bowdoin undergraduates in the purchase of books required in their courses. Administered by the Dean of Students.

The Curriculum

THE objectives of the College are clearly stated in BOWDOIN: A LIBERAL COLLEGE on pages 5-6. Through the years the College has clung to those objectives. It has sought to teach its students:

- (1) To be more widely informed and more deeply understanding by helping them to gain a more accurate knowledge of the world in which they are living by means of an awareness of the contributions of the arts and sciences of the ancient and modern civilizations;
- (2) To become wiser by training them to think analytically, and encouraging them to develop a set of values by which to order their lives, and to make relevant use of their knowledge for the common good; and
- (3) To be more effective by developing their power to give clear, cogent, and interesting oral and written expression to what they think and believe.

The program attempts throughout the college career to develop a broad understanding of the branches of learning which are essential to a liberal education and also a deeper mastery of one field which the student chooses as his own. The requirements for distribution and concentration are designed to promote both types of experience.

Bowdoin favors the principle of voluntary selection of subjects, believing that the student brings the keenest interest to, and reaps the greatest rewards from, those fields to which he is naturally attracted. The distribution requirements, however, lead the student into the basic areas of learning. Through required English courses the student develops his ability to write and speak clearly and forcefully. Further training in expression, as well as the mastery of material and the ability to make sound critical judgments, is provided in the other courses taken in the first two years. The student is introduced to the methodology of science through at least one laboratory course. These experiences enable the student to learn enough about a wide range of subjects and about his own talents to make a wise choice of a field of concentration for advanced work.

In the Junior and Senior years all students pursue a major program under the guidance of one Department of the College. A coordinated schedule of courses is supplemented in most cases by a

series of major meetings and by a comprehensive examination on the entire major field at the end of the Senior year. Students with good records are encouraged to become candidates for the degree with departmental honors by undertaking a research project defined through consultation with faculty members of the major Department.

While completing his specialized requirements, the Senior also works in areas other than that of his specialty. He participates in at least one Seminar. Although the Seminar must be outside the major field, it proceeds on a more advanced level than the introductory courses of the first three years, and it investigates a topic that is educationally significant but limited in scope, rather than attempting a broad survey of entire fields of knowledge.

Bowdoin believes that as a result of this pattern general and specialized education constantly reinforce each other and that the errors of excessive specialization at one extreme, and of superficiality at the other, can be avoided.

REQUIREMENTS FOR THE DEGREE

For the degree of Bachelor of Arts the student must fulfill the requirements listed below:

A. ORAL AND WRITTEN ENGLISH:

1. *English 1-2* and *English 4* (Oral Communication).
2. Acceptable English in both oral and written work in all courses.

NOTE: *English 1-2* and *English 4* requirements may be satisfied by demonstrating the required competence through written and oral examination.

B. PHYSICAL EDUCATION:

Two years of *Physical Education*.

C. FOREIGN LANGUAGES:

A student must complete at least one year of the language requirement by the end of his Sophomore year in order to remain in college. The requirement may be completed in three ways:

1. By taking two years of French, German, Spanish, Russian, Greek, or Latin.
2. By taking one year at the third-year literature level of one of the above languages. (Courses satisfying this requirement are: *French* 9, 10, 11, 12, 13, 14, 15, 16, 17, 18; *German* 9, 10, 11, 12, 13, 14, 15, 16; *Greek* 5, 6; *Italian* 3, 4; *Latin* 5, 7, 8; *Russian* 5-6, 9, 10; and *Spanish* 9, 10, 11, 12.)

3. By taking a year course in conversation and composition: *French* 5, 6; *German* 5, 6; or *Spanish* 5, 6.

NOTE: The Foreign Language Requirement may also be satisfied by demonstrating, through advanced placement or other examination, competence such as is commonly achieved in the third year of college study.

D. LABORATORY SCIENCE:

Completion of two Semesters in Biology, Chemistry, Geology, or Physics. This requirement must be undertaken not later than the beginning of the Junior year.

NOTE: Students having exceptionally strong secondary school backgrounds in science may apply for exemption from one Semester of this requirement.

Geology satisfies the laboratory science requirement only for students with a year's work in college Mathematics.

Freshmen electing to postpone the laboratory science requirement must elect Mathematics in their Freshman year.

E. LITERATURE:

Completion of two Semesters of literature in the original language. Courses in literature in a foreign language may also count toward the language requirement (See list under C, 2 above). Courses in English qualify only if they are listed by the English Department as counting toward the English Major.

F. MAJOR AND MINOR:

Completion of a major field of concentration and of a minor.

G. SENIOR SEMINAR:

Completion of one senior Seminar course in the Fall Semester of the Senior year. Seminars may not be elected in subjects offered by the student's major Department.

H. COURSES AND GRADES:

1. To be eligible for a degree, a candidate must have completed thirty-two semester courses or their equivalent and either the major course of his Department or the two semester courses offered in lieu of the comprehensive examination.

2. A year course is equivalent to two semester courses. *English* 4; *Military Science* 11-12, 21-22; and *Physical Education* are not counted in the requirements set forth in H.

3. COURSES: Students are required to take a minimum of four regular courses each Semester.

4. COURSE EXAMINATIONS: The regular examinations of the College are held at the close of each Semester. An absence from an examination entails the mark of zero. In the event of illness or

other unavoidable cause of absence from examination, the Dean's Office may authorize makeup of the examination.

5. GRADES: Course grades are High Honors, Honors, Pass, and Fail. High Honors indicates a performance of outstanding quality, characterized where appropriate by originality in thought as well as by mastery of the subject at the level studied; the kind of work which leads to a degree *summa cum laude* or *magna cum laude*. Honors indicates a performance which, though short of High Honors, is above the common in insight and understanding and is equal to or close to the quality of work which leads to a degree *cum laude*. Pass is a satisfactory performance consistent with standards for graduation. Fail indicates unsatisfactory work. In Independent Study courses that will continue beyond one Semester, instructors shall have the option of submitting at the end of each Semester except the last a grade of "S" for Satisfactory in place of a regular grade. A regular grade shall be submitted at the end of the final Semester and shall become the grade for the previous Semesters of Independent Study.

I. RESIDENCE:

To be eligible for a degree, a candidate must have been in residence at Bowdoin College for at least one year.

No student shall be permitted to remain at Bowdoin for more than nine Semesters of full-time work.

In fulfilling the requirements for the degree any student especially qualified to do so may take a course not otherwise open to him in lieu of the one required with the consent of the Department concerned and of the Recording Committee.

GENERAL REGULATIONS

1. DEFICIENCY IN SCHOLARSHIP: A student who fails three or more courses at the end of the first Semester of the Freshman year, or who fails two or more courses at the end of any other Semester is dropped from college for one Semester. A student is dropped permanently from college if he is subject to dismissal a second time for failing two or more courses.

A student must complete at least one year of the language requirement by the end of his Sophomore year in order to remain in college.

2. GRADE REPORTS: A report of the grades of each student is sent to his parents or guardian at the close of each Semester.

3. THE DEAN'S LIST: Students who receive Honors or High Honors for three-quarters of their grades and who receive no Failures for one Semester are placed on the Dean's List. Seniors carrying Senior Seminars are included if they receive Honors or High Honors in two-thirds of their regular courses and no failures. For purposes of the Dean's List, Satisfactory in an Independent Study is considered as an Honor grade. Dean's List students are given certain privileges regarding attendance at classes.

THE FRESHMAN YEAR

The program for a Freshman is:

- (1) *English* 1-2 and *English* 4.

NOTE: *English* 1-2 and *English* 4 requirements may be satisfied by demonstrating the required competence through written and oral examination.

- (2) *Physical Education*.

- (3) A course toward the satisfaction of the language requirement. That course may be any one of the following or a more advanced course in the same Department: *French* 1-2; *German* 1-2; *Greek* 1, 2; *Latin* 3, 4; *Russian* 1-2; *Spanish* 1-2.

- (4) A year's work in laboratory science or a year's work in mathematics.

- (5) An elective. See booklet *Guidelines*.

THE SOPHOMORE YEAR

Courses leading to the completion of the requirements in foreign languages and in oral and written English must ordinarily be continued until the requirements are satisfied. Four regular courses and *Physical Education* must be taken each Semester.

By the end of his Sophomore year each student must choose both his major subject after consultation with the Department concerned, and a minor planned with and approved by that Department. A student who has not been accepted in a major Department prior to his Junior year cannot continue his registration.

THE MAJOR PROGRAM

A major program is offered by every Department which has been authorized by the Faculty to do so. The departmental requirements for each major are listed in COURSES OF INSTRUCTION on pages 97-166.

Interdepartmental major programs, designed to meet an individual, cultural, or professional objective, may be offered if approved by the Departments concerned and the Recording Committee.

The Choice of a Major

Each student must choose his major by the end of his Sophomore year after consultation with the Department concerned. During the week preceding the spring vacation, the Registrar shall post hours for faculty conferences with Sophomores regarding choice of a major. No student may major in a Department unless he has satisfied the Department that he is able to do work of at least passing quality in its courses. Changes in major programs may take place only with the permission of the Recording Committee following the submission of a written request stating the reason for the change. Such request must also be approved by the Departments concerned. A student who has not been accepted in a major Department cannot continue his registration.

The Requirements for the Completion of a Major Program

Each student shall pass at least six semester courses approved by his major Department for the major as well as those used to satisfy the course requirements of the Chemistry, Mathematics, or Physics Departments. Where appropriate, he shall pass the Major Course (101).

Each student shall complete a minor planned with and approved by his major Department, consisting of four semester units in one Department, or two semester units in each of two related Departments.

Each student shall pass a comprehensive written examination and, if required by the Department, an oral examination. The Departments of Chemistry, Mathematics, and Physics may permit a student to substitute for the comprehensive examination two extra courses in addition to those otherwise required for graduation.

Each student shall take a course in his major Department in each Semester of his Senior year.

The Major Course

Each student who is to take a comprehensive examination shall complete satisfactorily the major course of his Department which shall be in addition to those otherwise required for graduation. The major course shall consist of at least four seminars or conferences in each of the last four Semesters, and shall include a sub-

stantial amount of written work. The Departments of Chemistry, Mathematics, and Physics, in special cases, may waive the two extra courses referred to above, and require equivalent major work in the Senior year as preparation for a comprehensive examination.

The grade for the major course may or may not be the same as that given for the major examination. It shall not be given until the major examination has been taken.

Administrative Provisions

Major examination grades shall be recorded on the student's transcript of grades. Announcement of the results shall be made through the Dean's Office only.

Students who have passed their major examinations with an honor grade shall be exempted, if they so desire, after consultation with the faculty members concerned, from the final examinations in any courses in progress in their major field. The grades for such courses may be based in part upon performance in the major examinations.

Students who fail in the major examinations are entitled to re-examination only with the consent of the Department concerned and of the Recording Committee. Save in exceptional circumstances such reexamination shall not be given until the lapse of at least a three-month interval.

A student shall normally take his major examination during his final Semester. Any student who is authorized by the Recording Committee to complete his work for the degree by taking summer courses shall with the consent of the Dean take a major examination in the regular period of the Spring Semester.

The major examination shall be given during a period immediately preceding final examinations, as designated by the Dean of the College. The date shall be listed in the College Catalogue.

INDEPENDENT STUDY UNDER THE MAJOR PROGRAM

The Honors Project

A student with honor grades in courses offered to fulfill the requirements for the major may with the endorsement of the Department be admitted to a course of independent study during which he will prepare an Honors Project under tutorial supervision. The project may take various forms in accordance with the views of the several departments; thus although in most departments the project may consist of a written dissertation or an ap-

appropriate account of an original investigation, projects in music, the fine arts, and letters are also acceptable. Ordinarily the Department will approve one or two Semesters of independent study for honors, for which regular course credit will be given. A definite plan for the project must be presented by the student, approved by the Department, and filed in the Dean's Office. The plan for a Fall Semester must be on file by October 1; the plan for a Spring Semester must be submitted in December with the registration card for Spring courses. Where more than one semester's credit is sought, the project will be subject to review at the end of the first Semester by the Department. In special cases the Recording Committee, upon recommendation of the Department, may extend credit for one or two additional semester courses. In Independent Study courses that will continue beyond one Semester, instructors shall have the option of submitting at the end of each Semester except the last a grade of "S" for Satisfactory in place of a regular grade. A regular grade shall be submitted at the end of the final Semester and shall become the grade for the previous Semesters of Independent Study. The final corrected copy of the project must be submitted to the Department before the last day of classes of the final Semester of the work. *For administrative purposes this independent study will bear one or more of the course numbers 301, 302, 303, 304, depending upon the number of course credits allowed.*

In exceptional cases a Department may permit a student to undertake an Honors Project who has lower grades than those specified above, provided that it seems likely to the Department that by the end of his Senior year he will have attained honor grades in the minimum number of courses required for a major in that Department.

Other Independent Study

Any student, whether a candidate for honors or not, may undertake independent study for academic credit, but not for honors, in any Department, provided that the Department concerned recommends him. The intent of this provision is, in part, to extend so far as possible the opportunity for independent work analogous to honors work to students who will probably not qualify for honors, but who in the opinion of their major Department can profit from independent study. The intent is also to permit students to undertake independent reading courses, perhaps in addition to an Honors Project, and to allow students to do independent study outside of their major field. *All the provisions listed under The Honors Project above will apply, except that no more than two courses will be allowed. For administrative purposes this independent study will bear one or both of the*

course numbers 201, 202, depending upon the number of course credits allowed.

THE AWARD OF HONORS

Departmental Honors

Award of departmental honors shall be on the basis of: (a) honor grades in a majority of the major course units required and, when offered, an honor grade in the major course; (b) honor grades in a written and oral comprehensive examination where these may be distinct from (a) above, or in the two extra courses required as an equivalent by the Departments of Chemistry, Mathematics, and Physics; and (c) initiative, originality, and high attainment in the honors work under tutorial supervision as evidenced by an honor grade.

All written work accepted as fulfilling honors requirements shall be deposited in the Library in a form specified by the Library Committee.

The degree with honors in his major subject shall be awarded to a student who has exceptionally distinguished himself in that subject. It shall be awarded in three grades: with *honors*, with *high honors*, and with *highest honors*. The award shall be made by the Faculty on recommendation of the Department.

General Honors

A degree *cum laude* shall be awarded to a student who receives Honors or High Honors in three-quarters of the necessary number of Bowdoin courses presented for the degree.

To receive a degree *magna cum laude* a student shall fulfill the requirement for a degree *cum laude* with the additional requirements that at least one-quarter of his grades must be High Honors, plus one High Honors grade for each Pass grade.

A degree *summa cum laude* shall be awarded to a student who receives High Honors in at least one-half, and Honors in all his other Bowdoin courses presented for the degree.

THE SENIOR PROGRAM

In September, 1964, Bowdoin College introduced a new educational program for Seniors, conducted in a specially designed Senior Center. One might reasonably interpret this endeavor in either of two ways: as a bold and unprecedented innovation in college education, or as an effort to recapture some of the traditional values of the small residential college to which Bowdoin has remained dedicated in spite of growth and change. It was from both of these

perspectives that Bowdoin conducted the long and careful study of undergraduate interests and needs, leading to the decision to construct the Senior Center.

Some change in the facilities of the College was made necessary by the decision of the Governing Boards and the Faculty to increase the authorized enrollment from 775 to 925 students. Like other liberal arts colleges which had long depended upon fraternities to provide housing for many students and dining facilities for virtually all of them, Bowdoin found that even the modest increase contemplated would be more than the already overcrowded facilities of the College could accommodate. Accordingly, it was determined that the College would build living and dining quarters to provide for the increased enrollment and to reduce the need for many undergraduates to seek off-campus housing.

But the Senior Center was not merely or primarily a response to a problem of numbers. Rather, it grew out of a searching reexamination of the educational experience at the College. Because the perspective of Seniors has changed markedly over the past two decades, Bowdoin found the Senior year to be the point in undergraduate education when fundamental change was most needed and could lead to the most desirable results.

The Senior now takes less interest in college life of the traditional sort. His chief concerns are two: the successful completion of his undergraduate work (especially his concentration in a major field of learning) and his plans for graduate study or entry into a vocation after receiving his Bachelor of Arts degree. No longer willing to regard the Senior year as a final plunge into the pool of undergraduate activities, the Senior today carefully charts his course for a more significant voyage. He is well aware that he is about to assume the responsibilities of adult citizenship in a troubled world which desperately needs the finest contribution educated leaders are capable of making.

In redesigning the program of the Senior year, Bowdoin took these considerations into account. The College sought to make the Senior year a more fitting culmination of liberal study and a recognized time of transition to the assumption of larger responsibilities. The new design included curricular innovations, a variety of educational offerings outside the classroom, and an intellectually stimulating environment.

The formal academic portion of the Senior Program includes Seminars and an increased emphasis upon independent study. The major program in a department chosen by the student, including honors work for qualified Seniors, and elective courses in various

fields of study continue as in the past to be fundamental parts of the educational experience of the Senior year.

Each Senior is required to enroll in one Seminar in the Fall Semester, and he may, if he wishes, elect to take a second Seminar in the Spring Semester. Carrying academic credit, the Seminars count toward the degree requirements as do traditional courses. Each Seminar consists of one or more instructors and approximately fifteen students, who explore in some depth a problem within an area of learning. Penetrating analysis is expected rather than the accumulation of a wide range of information such as might be sought in an introductory course.

The variety of subjects offered in the Seminar program enables each student to explore one or more fields of special interest to him. The Seminar or Seminars must be outside his major field. This gives the student some of the satisfaction of intensive work in areas other than that of his specialty. Grades in Seminars are recorded simply as "pass," "fail," or "distinction." A list of the Seminars scheduled for 1968-1969 is given on pages 165-166.

The Senior Center is designed as a community of scholars whose educational growth is not restricted to the classroom. A residence for the Director of the Senior Center and his family is provided as an integral part of the Center. Two faculty members and a number of foreign teaching fellows also have living quarters in the Center, so that they can maintain close contact with the Seniors. Guest suites for lecturers and other visitors from outside Bowdoin enable the Center to invite a variety of persons to come for extended visits, during which individual conferences and small group discussions can be held. Often a lecturer whose specialty is related to the subject of one of the Seminars presents a public lecture of general interest, meets with members of one of the Senior Seminars for a more specialized encounter, and holds discussions with interested students in his guest suite, in the Senior Center dining hall, or in one of the small meeting rooms of the Center. Musical, dramatic, and artistic events take place in the Center, with students sometimes as spectators, sometimes as participants.

To assist the Senior with his career planning, the Senior Center, in cooperation with the Office of Career Counseling and Placement and the various academic departments of the College, conducts a broad advisory program of career and graduate study guidance. Bowdoin alumni and others representing many careers are invited to the Center to advise students who show interest in pursuing similar callings. The Center maintains a library of catalogues and other materials pertaining to graduate study in all fields of interest to

Bowdoin students. A special effort is made to draw into this aspect of the Senior Program not only Seniors but all undergraduates as they make plans for work and study following graduation.

The Center consists of three buildings designed by the distinguished architect Hugh Stubbins. The tower, sixteen floors in height, includes living and study quarters for all Seniors, as well as seminar and conference rooms, lounges, a reading room, one of three guest suites, and offices. The dormitory floors each accommodate sixteen students, grouped in four-man suites. Each student has a private bedroom-study, and four share a corner living room. The students form their own groups of four in the spring of their Junior year and draw numbers to determine priority of choice of suites.

Wentworth Hall, a two-story building adjacent to the tower, includes a dining room, kitchen, main lounge, and four small meeting rooms. The third building, Chamberlain Hall, is the home of the Director and also contains the other two guest suites, as well as a dining room for use on special occasions by small groups of students, professors, and guests of the College.

The Director of the Senior Center is a member of the Faculty, who combines teaching duties with his supervision of the Program. He works with a Senior Center Council consisting of the Dean of the Faculty and three members of the Faculty appointed by the President.

The Council is assisted by a Student Committee for the Senior Center. This committee consists of the three elected class officers and may include additional members chosen by the Seniors.

The innovation is experimental. The committee structure represents a conviction that administration, faculty, and students must all contribute ideas and provide guidance if the Program is to be successful. The requirement that at regular intervals the Director evaluate the Program and submit to the Faculty recommendations for its improvement is designed to guard against the stagnation that so often awaits any hopeful academic experiment, once the initial momentum is lost.

SPECIAL PROGRAMS

I. PREENGINEERING PROGRAMS

Students desiring to enter the profession of engineering may qualify for the degree of Bachelor of Arts from Bowdoin College and also for a degree in engineering in a total of five years (instead of the six years normally necessary for both degrees) by completing

one of the joint programs described below. After three years of study at Bowdoin, during which the usual English, foreign language, laboratory science, and literature requirements must be satisfied, students become eligible for recommendation to the co-operating engineering institutions provided that sufficiently good grades have been achieved in the prescribed courses; in most instances honor grades will be required for recommendation by the College. Students wishing to avail themselves of one of these plans should notify the Dean's Office of Bowdoin College at the beginning of their Freshman year because the programs require a very definite pattern of courses.

Bowdoin-California Institute of Technology Three-Two Plan

Students enrolled in the California Institute of Technology Combined Plan take Mathematics and Physics in all three years and Chemistry in Sophomore and possibly Junior years, depending on the courses contemplated at C.I.T.

Recommended students are assured of admission to C.I.T. as Juniors. The Bowdoin degree will be awarded to such students upon notification from the Institute that they have received their degrees from C.I.T.

Bowdoin-Columbia School of Engineering Combined Plan

Students enrolled in the Columbia Combined Plan are encouraged to take their Bowdoin electives in the general, broad liberal arts field. They must, however, complete two years of Mathematics and three or more years of Physics and Chemistry, the distribution between the two sciences depending upon the type of engineering contemplated. Recommended students are assured of admission to the School of Engineering as Juniors after a five to eleven weeks' summer school at Camp Columbia. The Bowdoin degree will be awarded to such students upon notification from the School of Engineering that they have received their degrees from Columbia.

Bowdoin-Massachusetts Institute of Technology Two-Degree Plan

Since 1937 Bowdoin College has been sending students to the Massachusetts Institute of Technology under conditions similar to those of the Plans listed above. At present, because of the large number of colleges participating, M.I.T. reserves the right to scrutinize the records of all students applying for transfer before granting admission.

Students enrolled in the M.I.T. Two-Degree Plan take Mathe-

maths and Physics in all three years and Chemistry in Sophomore and possibly Junior years, depending upon the courses contemplated at M.I.T. Recommended students enter M.I.T. as Juniors after, in some cases, an intervening summer term. The Bowdoin degree will be awarded to such students upon notification from the Institute that they have received their degrees from M.I.T.

Programs under this plan can be arranged in Architecture, City Planning, Food Technology, Geophysics, Industrial Management, Quantitative Biology, and Science Teaching, as well as in the various branches of engineering.

II. PREMEDICAL STUDIES

Students contemplating the study of medicine are advised to arrange their undergraduate course as early as possible, with this end in view. Premedical students should take college courses in Biology, Chemistry, and Physics, to satisfy the requirements for admission to medical schools.

III. RESERVE OFFICERS' TRAINING CORPS

A voluntary curriculum of Military Science in the Reserve Officers' Training Corps was established at Bowdoin in the spring of 1950. Successful completion of the two-year or four-year program will enable eligible students to receive commissions as Second Lieutenants in either the United States Army Reserve or the Regular Army, at graduation. The courses in Military Science are described on pages 137-140, and an account of the regulations and financial allowances is contained on pages 167-169.

IV. TEACHING

A Faculty Committee on Teaching as a Career exists to advise students about preparation for school teaching and for such graduate programs as those offering a master of arts in teaching degree. Advice about college and university teaching is primarily the concern of the student's major Department because it will involve plans for doctoral work in his major field.

Students interested in teaching in schools should discuss their plans with the members of the Faculty Committee on Teaching as a Career. Since the normal advice will be that a student include courses in Psychology and Education along with a major in a teaching field, he should make his interest known as early as possible.

Courses of Instruction

ARRANGEMENT: The departments of instruction in the following descriptions of courses are listed in alphabetical order.

TIME AND PLACE OF CLASSES: A schedule containing the time and place of the meeting of all courses will be issued before each period of registration.

YEAR COURSES: Courses marked with an asterisk are year courses, and if elected, must be continued for two consecutive Semesters.

BRACKETED COURSES: All courses that cannot be scheduled for a definite Semester are enclosed in brackets.

INDEPENDENT STUDY AND INDEPENDENT STUDY—THE HONORS PROJECT: See pages 89-91 for a description of these courses offered by all departments having a major program.

Art

PROFESSOR BEAM, *Chairman*; AND ASSISTANT PROFESSORS CORNELL AND STODDARD

REQUIREMENTS FOR THE MAJOR IN ART: A major consists of the major course and six semester units chosen from the courses offered by the Department. Students who major in Art must take *Art 1*, *2*, and, if possible, *Art 41*, *42*, or *Art 43*, *44*, as introductions to the field, during their Sophomore year or as soon thereafter as possible. A more complete statement of the major program will be found on pages 87-91.

1. *General Introduction to the History and Appreciation of Art*. Offered every year. Fall 1968. MR. STODDARD.

An introduction to the language, criticism, and history of the visual arts. Emphasis initially will be given to the terminology and nature of architecture, sculpture, and painting, using actual objects wherever possible. Several periods, including the present, will be studied to define developments in Western art and explain in part the art of the twentieth century. No previous experience in the visual arts is required.

Open to all students; Freshmen with the permission of the instructor. Recommended especially for those students who are considering majoring in Art, with interest in art history, studio work, or architecture.

2. *Continuation of Course 1*. Spring 1969. MR. BEAM.

Prerequisite: *Art 1*.

21. *The Art of Antiquity*. Fall 1968. MR. BEAM.

A general study of architecture, sculpture, and painting in Egypt, Mesopotamia, and southern Europe during ancient times, with emphasis upon the art of ancient Greece, and concluding with the art of Rome.

Open without prerequisite to Juniors and Seniors. Open also to Sophomores who are taking *Art 1, 2* concurrently.

- [22. *Medieval Art*.]

A study of medieval art of the Early Christian era, Byzantine art, Barbaric art, Ottonian and Romanesque, and the art and architecture of late Gothic cathedrals in France, England, Germany, Italy, and Spain. Emphasis also on manuscript illumination, ivory carving, metalwork, and stained glass, examples of which will be studied in Boston collections.

Open without prerequisite to Juniors and Seniors. Open also to Sophomores who are taking *Art 1, 2* concurrently.

23. *European Art of the Renaissance*. Fall 1969. MR. STODDARD.

A study of the Italian Renaissance, beginning with origins in the painting, sculpture, and architecture of the central Italian city republics. Innovations of Duccio, the Lorenzetti, and Giotto. Early and high Renaissance art in Florence, Milan, Rome, and Venice, including the masters Donatello, Da Vinci, Raphael, Michelangelo, Bramante, and Titian. Mannerism. Emphasis also on development of Italian cities and villas in the sixteenth century.

Open without prerequisite to Juniors and Seniors. Open also to Sophomores who are taking *Art 1, 2* concurrently.

24. *European Art of the Seventeenth and Eighteenth Centuries*. Spring 1970. MR. BEAM.

A comprehensive view of the Post-Renaissance period of European art in the Mannerist, Baroque, and Rococo styles. Special attention is given to the national schools that arose in Spain, Flanders, Holland, France, England, and Colonial America, and to such great masters of the time as Caravaggio, Bernini, El Greco, Velasquez, Rubens, Hals, Rembrandt, and Hogarth.

Open without prerequisite to Juniors and Seniors. Open also to Sophomores who are taking *Art 1, 2* concurrently.

25. *European Art of the Nineteenth Century*. Fall 1969. MR. BEAM.

The course will treat the main movements in European painting, drawing, and sculpture from the late eighteenth century to 1900 and such great exemplars of Neo-Classicism, Romanticism, Realism, Impressionism, and Post-Impressionism as David, Ingres, Delacroix, Goya, Daumier, Manet, Monet, Degas, Cezanne, Van Gogh, Renoir, and Toulouse-Lautrec. Attention will also be given to the social, political, and architectural movements which provided the background for painting and sculpture in this period.

Open without prerequisite to Juniors and Seniors. Open also to Sophomores who are taking *Art 1, 2* concurrently.

26. *Art of the Twentieth Century*. Spring 1970. MR. STODDARD.

A study of European and American painting and sculpture which will deal initially with developments in Europe in the first decade of this century, including the influence of ethnographic primitive art, Picasso and Cubism, surrealism, cinematography, Piet Mondrian, nonobjective art, and recent movements in contemporary American art.

Open without prerequisite to Juniors and Seniors. Open also to Sophomores who are taking *Art 1, 2* concurrently.

27. *American Art*. Fall 1968. MR. BEAM.

The course will consider the main developments of art in America, with special emphasis upon painting and sculpture from Colonial times to 1900, and a review of the principal architectural movements up through the time of Henry Hobson Richardson. Such outstanding artists as Gilbert Stuart, Homer, Eakins, Sargent, and Whistler will be studied carefully. The course will conclude with a survey of the continuation of the American realistic tradition in painting in our own time.

Open without prerequisite to Juniors and Seniors. Open also to Sophomores who are taking *Art 1, 2* concurrently.

28. *Modern Architecture*. Spring 1969. MR. STODDARD.

Devoted to the major trends of modern architecture since the beginning of the Industrial Revolution, with special attention to such leaders in the field as Sullivan, Frank Lloyd Wright, LeCorbusier, Saarinen, Mies Van der Rohe, Kahn, Gropius, The Architects Collaborative, Stubbins, Breuer, and The Cambridge Seven.

Open without prerequisite to Juniors and Seniors. Open also to Sophomores who are taking *Art 1, 2* concurrently.

30. *The Art of the Orient*. Spring 1970. MR. BEAM.

A study of the architecture, sculpture, and painting of the Near and Far East, especially Persian painting, Indian sculpture, Chinese painting and sculpture, and Japanese painting, prints, and architecture. Attention will also be given to ceramics, bronze casting, jade carving, and other minor arts in which the Orient has excelled.

Open without prerequisite to Juniors and Seniors. Open also to Sophomores who are taking *Art 1, 2* concurrently.

41. *Fundamentals of Composition*. Fall 1969. MR. CORNELL.

A study of the basic principles of composition in drawing and painting in three two-hour meetings weekly in classroom and studio. Problems in composition will be related to a study of major types of composition found in the history of art. No previous training is necessary.

Prerequisite: The permission of the instructor.

42. *Continuation of Course 41*. Spring 1970. MR. CORNELL.

Prerequisite: *Art 41* or the permission of the instructor.

43. *An Introduction to Drawing and Painting*. Fall 1968. MR. CORNELL.

An elementary study of the principles of drawing and painting, augmented by practice in the studio with various media of drawing, painting, and the graphic arts.

Prerequisite: The permission of the instructor.

44. *Continuation of Course 43*. Spring 1969. MR. CORNELL.

Prerequisite: *Art 43* or the permission of the instructor.

The Major Program

101. *The Major Course*. Junior and Senior years. THE DEPARTMENT.

The major course will consist of at least six seminars in each of the last four Semesters. These meetings are planned to help students meet two requirements. The first of these is an examination, given normally at the end of the Junior year, to test the student's comprehensive knowledge of the history of art. The second examination falls at the end of the Senior year and is meant to test the major student's knowledge of great monuments, masters and masterpieces of art upon which he has concentrated during his final year in college.

- 201, 202. *Independent Study*. THE DEPARTMENT.

- 301-304. *Independent Study—The Honors Project*. THE DEPARTMENT.

Biology

PROFESSOR GUSTAFSON, *Chairman*; PROFESSOR MOULTON;
ASSOCIATE PROFESSORS HUNTINGTON AND HOWLAND;
AND ASSISTANT PROFESSOR KNOWLTON

REQUIREMENTS FOR THE MAJOR IN BIOLOGY: The major consists of six semester courses in the Department exclusive of courses in the 200 and 300 series. Major students are required to complete *Chemistry 21*, a year of college Mathematics, and a year of college Physics. Two extra courses must be taken ordinarily in Mathematics or natural science in lieu of a major examination. Thus the total number of courses required for graduation is thirty-four.

*1-2. *General Biology*. Offered every year. THE DEPARTMENT.

An examination of fundamental biological phenomena, theories, and principles based upon material selected from both the plant and animal kingdoms. Special attention is given to the methods of scientific investigation, the relationship of biology to other fields of endeavor, and to man and his environment. Representative organisms and their functions are studied in the laboratory. Lectures and three hours of laboratory work each week.

The Department strongly recommends a year of Chemistry as a preparation for *Biology 1-2*. Advanced courses in the Department are open to students who have had a year of Biology in school or college. Students entering college with advanced standing, with two years of secondary school Biology, or who are otherwise qualified should register for advanced courses.

3. *Comparative Anatomy of the Vertebrates*. Offered every Fall. MR. MOULTON.

A survey of vertebrate morphology. Emphasis will be placed upon the evolution of mammalian organ systems. Laboratory work will consist of dissection and study of comparable systems in representative vertebrates. Lectures, conferences, and three hours of laboratory work each week.

Prerequisite: *Biology 1-2* or equivalent.

4. *Microbiology*. Offered every Spring. MR. HOWLAND.

A consideration of the biology of microorganisms with major emphasis on the structure, function, classification, ecology, and significance of the bacteria. Lectures, conferences, and three hours of laboratory work each week.

Prerequisites: *Biology* 1-2 or equivalent and *Chemistry* 21, or the permission of the Department.

5. *Vertebrate Histology*. Offered every other Spring. Spring 1969. MR. MOULTON.

A survey of the microscopic anatomy of animal cells and tissues. Course material includes the characteristic microscopic structure of the various body tissues. An examination is made of the possible relations of structure and function within the tissues. Opportunity for practice in technique of tissue preparation is provided as part of the laboratory work. Lectures, conferences, and three hours of laboratory work each week.

Prerequisite: *Biology* 1-2 or equivalent.

6. *Embryology*. Offered every other Spring. Spring 1970. MR. MOULTON.

A study of the experimental and descriptive biology of animal gametes and embryos, from gametogenesis to advanced stages. The principles of embryological development as shown by both invertebrate and vertebrate organisms with special attention to problems of differentiation. Laboratory work includes observations and experiments with living eggs and embryos as well as with prepared mounts and sections, graphic reconstruction of chick embryos, and studies of mammalian development. Lectures, conferences, and three hours of laboratory work each week.

Prerequisite: *Biology* 1-2 or equivalent.

7. *Biochemistry*. Offered every other Fall. Fall 1968. MR. HOWLAND.

An introduction to the study of enzymes and enzyme systems. Emphasis will be placed upon mechanisms of enzyme catalysis on selected topics in metabolism. Lectures, demonstrations, and use of the IBM 1620 for model studies.

Prerequisite: *Chemistry* 21.

9. *Genetics*. Offered every Fall. MR. GUSTAFSON.

A survey of the development of ideas on variation and heredity, the physical basis of inheritance, applications to plant and animal breeding, relationships of genetics to the theories of evolution, inheritance in man, and eugenics. Laboratory work in experimental breeding. Lectures, conferences, and three hours of laboratory work each week.

Prerequisite: *Biology* 1-2 or equivalent.

10. *Ornithology*. Offered every Spring. MR. HUNTINGTON.

A study of the biology of birds, especially their behavior and ecology. Facilities used in the course include the Alfred O. Gross Library of Ornithology and the College's collection of North American birds. Field trips, including a visit to the Bowdoin Scientific Station at Kent Island in the Bay of Fundy (see page 186), are an important feature of the course.

Prerequisite: *Biology* 1-2 or equivalent.

11. *Invertebrate Zoology*. Offered every Fall. MR. KNOWLTON.

A survey of invertebrate animals—their varieties, morphology, development, evolution, and behavior. Laboratories include the study, through dissection and experiments, of representative invertebrates of each group considered so far as possible. A series of field trips emphasizes the study of invertebrate habitats and associations. Lectures, field trips, and three hours of laboratory work each week.

Prerequisite: *Biology* 1-2 or equivalent.

12. *Biology of Plants*. Offered every Spring. MR. GUSTAFSON.

A brief survey of the plant kingdom with emphasis on the fundamental principles and problems of botany. Laboratory work includes an examination of varied material from all groups of plants, supplemented by field trips investigating the local flora. Lectures and three hours of laboratory work each week.

Prerequisite: *Biology* 1-2 or equivalent.

15. *Cell Physiology*. Offered every Fall. MR. HUNTINGTON.

A study of the functional nature of cells and subcellular structures. Lectures, conferences, and three hours of laboratory work each week.

Prerequisites: *Biology* 1-2 or equivalent and *Chemistry* 21, or the permission of the Department.

16. *General Physiology*. Offered every Spring. MR. KNOWLTON.

A study of the functional aspects of organ systems and of organisms as a whole. Lectures, conferences, and three hours of laboratory work each week.

Prerequisites: *Biology* 1-2 or equivalent and *Chemistry* 21, or the permission of the Department.

Independent Study

201, 202. *Independent Study*. THE DEPARTMENT.

301-304. *Independent Study—The Honors Project*. THE DEPARTMENT.

Chemistry

PROFESSOR ROOT; PROFESSOR KAMERLING, *Chairman*;
PROFESSOR MAYO; ASSOCIATE PROFESSOR BUTCHER; AND ASSISTANT
PROFESSORS SHEATS, WHEATLAND, AND HYAMS

REQUIREMENTS FOR THE MAJOR IN CHEMISTRY: The required courses consist of *Chemistry* 11, 12, 21, 22, 31, 32, 42, and three advanced courses approved by the Department. Two of the advanced courses are in lieu of a major examination. The total number of college courses required for graduation is thirty-four.

11. *Principles of Chemistry*. Offered every Fall. MR. BUTCHER.

A survey of the fundamental concepts of chemistry. The properties of chemical substances and the dynamics of chemical change will be treated in class. Laboratory work will emphasize quantitative procedures. Lectures, conferences, and four hours of laboratory work a week.

Prerequisite: A high school course in Chemistry or its equivalent. A student without a previous Chemistry course is expected to do some prior independent reading in the field.

12. *Elementary Organic Chemistry*. Offered every Spring. MESSRS. MAYO AND SHEATS.

An introduction to the chemistry of the compounds of carbon. This course forms a foundation for further work in organic chemistry and biochemistry. Lectures, conference, and six hours of laboratory work a week.

Prerequisite: *Chemistry* 11 or 15.

15. *Advanced General Chemistry*. Offered every Fall. MR. SHEATS.

A special course emphasizing fundamental laboratory procedures and techniques for students who have completed two years of Chemistry, or who pass the Advanced Placement Chemistry Examination with a grade of three or better, or who pass a qualifying examination set by the Department.

Lectures will discuss bonding, chemical equilibrium, and energy relationships. Laboratory work will include such topics as the manipulation of volatile compounds, gas thermometry, homogeneous equilibria, heterogeneous equilibria, phase relations in systems of two components, reaction rates, electrochemistry, radiochemistry, etc. Two hours of lectures and discussions and two laboratory periods a week.

This course open to upperclassmen only with the consent of the instructor.

21. *Organic Chemistry*. Offered every Fall. MESSRS. KAMERLING AND SHEATS.

A continuation of the study of the compounds of carbon. *Chemistry* 11, 12, and 21 cover the material of the usual course in organic chemistry and form a foundation for further work in organic chemistry and biochemistry. Lectures, conference, and six hours of laboratory work a week.

Prerequisite: *Chemistry* 12.

22. *Quantitative Analysis*. Offered every Spring. MESSRS. KAMERLING AND WHEATLAND.

A continuation of the study of chemical equilibrium in solutions. The laboratory work consists of gravimetric, volumetric, and qualitative analytical methods. Lectures, conference, and six hours of laboratory work a week.

Prerequisite: *Chemistry* 11 or 15.

31. *Physical Chemistry I*. Offered every Fall. MR. HYAMS.

An introduction to quantum mechanics with applications to the determination of molecular structure and the theory of the chemical bond.

Prerequisites: *Chemistry* 22, *Physics* 11, 12, *Mathematics* 11, 12, or the consent of the instructor.

32. *Physical Chemistry II*. Offered every Spring. MR. BUTCHER.

An introduction to thermodynamics and its application to problems of chemical interest including the solid, liquid, and gaseous states; equilibrium; electrochemistry; and kinetics.

Prerequisite: *Chemistry* 31 or the consent of the instructor.

41. *Advanced Analytical Chemistry*. Spring 1969. MR. WHEATLAND.

The principles of analytical chemistry and the application of potentiometry, conductometry, polarography, coulometry, spectrophotometry, chromatography, and radiochemistry to analytical chemistry.

Prerequisites: *Chemistry* 22, 31, 32.

42. *Inorganic Chemistry*. Fall 1968. MR. WHEATLAND.

A study of the structures, properties, reaction mechanisms, and syntheses of inorganic compounds.

Prerequisite: *Chemistry* 31, 32.

43. *Qualitative Organic Analysis*. Offered every Fall. MR. MAYO.

A study of the properties of organic compounds as a means to their identification, singly and in mixtures.

Prerequisites: *Chemistry* 21, 31, 32.

44. *Advanced Organic Chemistry*. Spring 1969. MR. SHEATS.

A study of the chemistry of certain complex compounds manufactured by plants and animals. Some of the following classes of compounds will be discussed: carbohydrates, fats, proteins, alkaloids, sterols, vitamins, enzymes, and hormones.

Prerequisites: *Chemistry* 21, 31, 32, 43.

45. *Advanced Physical Chemistry*. Spring 1969. MR. HYAMS.

The material to be covered will depend upon the interests of the students.

Prerequisite: *Chemistry* 31, 32 or the consent of the instructor.

46. *Special Topics in Chemistry*. Spring 1970. MR. MAYO.

The material to be covered will depend upon the interests of the students.

Prerequisites: *Chemistry* 43, 44 or the consent of the instructor.

The Major Program

101. *The Major Course*. Junior and Senior years. THE DEPARTMENT.

The major course will consist of biweekly seminars in each Semester of the Junior and Senior years. The major work of the Junior year will consist of readings in the history of chemistry and in the use of chemical literature. The major work of the Senior year will consist of readings and reports on current advances in chemistry.

- 201, 202. *Independent Study*. THE DEPARTMENT.

- 301-304. *Independent Study—The Honors Project*. THE DEPARTMENT.

Classics

PROFESSOR DANE, *Chairman*; AND ASSISTANT PROFESSOR AMBROSE

REQUIREMENTS FOR THE MAJOR IN CLASSICS, GREEK, OR LATIN: A major in classics consists of eight units to be chosen equally from the departmental offerings in Greek and Latin, except *Greek* 1 and *Latin* 1, 3, and 4. A major in Greek consists of any six units in Greek, except *Greek* 1. A major in Latin consists of any six units in Latin except *Latin* 1, 3, and 4. For a statement of the rules governing the major course, the choice of a minor, and the requirements for honors, see pages 87-91.

Greek

1. *Elementary Greek*. Offered every Fall. MR. AMBROSE.

A thorough presentation of the elements of accidence and syntax based, insofar as possible, on unaltered passages of Classical Greek.

2. *Continuation of Course 1*. Offered every Spring. MR. AMBROSE.

In the latter half of the term a work of historical or philosophical prose will be read.

3. *Plato*. Offered every Fall. MR. DANE OR MR. AMBROSE.

4. *Homer*. Offered every Spring. MR. AMBROSE.

5. *Selected Greek Authors*. Offered every Fall. MR. AMBROSE.

The course is designed to meet the needs of advanced students in Greek Literature, with extensive readings from representative authors in such fields as drama; history; philosophy; lyric, elegiac, and epic poetry; and oratory. *The course may be repeated for credit with contents changed.*

6. *Continuation of Course 5*. Offered every Spring. MR. AMBROSE.

Latin

- [1. *Elementary Latin*.]

3. *Cicero*. Offered every Fall. MR. DANE.

A rapid review of grammar followed by reading in a philosophical essay.

Prerequisite: *Latin 1* or two years of secondary school Latin.

4. *Vergil. The Aeneid*. Offered every Spring. MR. DANE.

Prerequisite: *Latin 3* or its equivalent.

5. *Horace*. Offered every Fall. MR. AMBROSE.

A concentrated study of the *Odes*.

Prerequisite: *Latin 4* or its equivalent.

7. *Selected Latin Authors*. Offered every Fall. MR. DANE.

The course is designed to meet the needs of advanced students in Latin Literature, with extensive readings from representative authors in such fields as satire, drama, philosophy, history, and elegy. *The course may be repeated for credit with contents changed.*

8. *Continuation of Course 7*. Offered every Spring. MR. DANE.

The Major Program

101. *The Major Course.* Junior and Senior years. THE DEPARTMENT.
The major course will consist of at least four seminars in each of the last four Semesters to help the student gain a coordinated knowledge not only of the literatures of Greece and Rome but also a concept of the achievements of Classical Civilization as a whole.
- 201, 202. *Independent Study.* THE DEPARTMENT.
- 301-304. *Independent Study—The Honors Project.* THE DEPARTMENT.

Economics

PROFESSORS ABRAHAMSON, STORER, AND DARLING;
ASSOCIATE PROFESSOR SHIPMAN, *Chairman*;
ASSISTANT PROFESSORS FREEMAN, HANIS, AND HOPKINS;
AND LECTURER MR. HOKANSON

REQUIREMENTS FOR THE MAJOR IN ECONOMICS: A major consists of *Economics* 1, 2, 3, 5, 6, and three other units approved by the Department. Students planning to go on to graduate study in Economics should consult with the Chairman of the Department before choosing among electives. For rules governing the major program, including the requirements for honors in Economics, students should consult with the Chairman of the Department and pages 87-91 of this catalogue.

1. *Principles of Economics.* Offered every semester in sections of 20-30 students each. THE DEPARTMENT.
A study of fundamental economic concepts, relationships, and institutions, with emphasis on analytical methods.
2. *Applications of Economic Principles.* Offered every Spring in sections of 10-30 students each. THE DEPARTMENT.
A study of selected contemporary problems and the way in which economic principles and policies can aid in their solution.
Prerequisite: *Economics* 1.
3. *Statistics.* Offered every Fall. MR. HANIS.
An introduction to statistical theory and descriptive methods applied to typical research problems in economics. Laboratory work (approximately two hours a week) will involve individual student use of the College's digital computer fa-

cilities, though no prior computer experience is required.

Prerequisites: *Economics* 1 and *Mathematics* 12 or 14, or the consent of the instructor.

4. *Accounting and the Analysis of Financial Statements*. Offered every Spring. MR. HOKANSON.

This course aims to acquaint the student with accounting analysis as an important working tool for the business executive, the public administrator, and the economic researcher. Consideration is given to such subjects as the preparation and interpretation of financial statements, the nature of income, the valuation of assets, depreciation, and reserves.

Prerequisite: *Economics* 1.

5. *Economic Analysis I*. Offered every Fall. MR. FREEMAN.

An advanced study of contemporary price theory focusing on such elements as the household and the firm and their behavior in relation to prices and quantities produced under various market conditions. Both actual and optimal patterns of resource allocation and income distribution will be examined. The course will include an introduction to welfare economics and to linear programming, input-output analysis, and other modern analytical techniques.

Prerequisite: *Economics* 1.

6. *Economic Analysis II*. Offered every Spring. MR. HOPKINS.

An advanced study of contemporary national income and growth theory with primary emphasis on the relationships among consumption, investment, government receipts and expenditures, money and interest rates, and their role in determining the level of aggregate economic activity. Some attention will be given to policy implications of the analysis.

Prerequisite: *Economics* 1.

7. *International Economics*. Spring 1969. MR. HANIS.

A study of the theory and practice of foreign trade, balance of payments, international movements of capital, and governmental policies with regard to international economic affairs generally.

Prerequisite: *Economics* 1.

8. *Economic History and Development*. Fall 1968. MR. SHIPMAN.

An advanced study of economic growth and industrialization in the West, combining development theory and institutional history. Emphasis is placed on Great Britain from 1750

to 1850 and the United States from 1790. A general knowledge of European and American History is assumed.

Prerequisite: *Economics 1*.

9. *Economics of Money, Banking, and Finance*. Spring 1969. MR. DARLING.

The general principles and institutions of money, banking, and financial markets as they relate to the performance of the economic system. Current problems concerning financial institutions, the flow of funds into investment, the Federal Reserve System, and the use of monetary and financial controls will be considered.

Prerequisite: *Economics 1*.

10. *Economics of the Public Sector*. Fall 1968. MR. HOPKINS.

A study of federal and state government revenue and expenditure policies as they affect the allocation of resources in the U. S. The course will include an analysis of the economic functions of government fiscal action and an evaluation (using the general criteria of economic efficiency and equity) of existing policies such as choice of taxes and selection of public expenditure projects.

Prerequisite: *Economics 1*.

- [11. *Industrial Organization*.]

A study of American business enterprise and its structure. The interrelationships of firms and industries will be analyzed, and their price, production, and market policies under varying degrees of competition will be considered. Certain aspects of antitrust legislation will also be covered.

Prerequisite: *Economics 1*.

12. *Labor and Manpower Economics*. Fall 1968. MR. ABRAHAMSON.

The problems of unemployment, hours of labor, wages, unionism, and collective bargaining are considered from the viewpoints of labor, management, and the public. Problems involving the utilization of manpower also are considered.

Prerequisite: *Economics 1*.

13. *History of Economic Thought*. Fall 1968. MR. STORER.

A comparative study of the "worldly philosophers" from the seventeenth century onward. Special attention is given to the historical development of those ideas and concepts now constituting the core of economic analysis, and to the relation such ideas bear to the main stream of intellectual history.

Prerequisite: *Economics 1*.

[14. *Economic Systems and Planning.*]

A study of alternative methods of economic organization in the modern world. Special consideration is given to the economics of central planning in the Soviet Union, to various types of indicative planning in Western Europe, and to planning problems specific to the developing nations.

Prerequisite: *Economics* 1.

15. *Public Enterprise and Regulation.* Spring 1969. MR. SHIPMAN.

The economic origins, methods, and consequences of public ownership and control of economic activity. Primary attention is given to urban and intercity transportation, electric power supply and the communications industries.

Prerequisite: *Economics* 1.

19, 20. *Contemporary Problems.* Offered every year.

Topics include urban economics, population problems, conservation and the quality of the environment, the economics of health and education, economic fluctuations and forecasting, social and economic implications of science, the problems of economic growth in poor nations, and the economics of poverty in America.

Prerequisites, if any, are determined by the instructor.

For the academic year 1968-1969, the following topics are tentatively scheduled:

Spring 1969: 19. *The Urban Crisis.* See *Interdepartmental Course* 1, on page 165.

Spring 1969: 20. *Resources, Conservation, and the Quality of the Environment.* MR. FREEMAN.

A study of the economic meaning of conservation and preservation, and of the relationships among man's use of the environment as a source of resources, a place for recreation, and a receptacle for wastes. Included is an examination of the adequacy of natural resources to meet the future demands of the U. S. and the world as a whole, and an investigation into the problems of air, water, and land pollution.

Prerequisite: *Economics* 1 or consent of the instructor.

*The Major Program*101. *The Major Course.* Junior and Senior years. THE DEPARTMENT.

The major course will consist of at least four seminars or conferences in each of the last four semesters. Subject matter will emphasize perspectives on the American economy and on

the discipline of economics. Seminars will be addressed by guest speakers on occasion. Oral and/or written reports will be required of students.

201, 202. *Independent Study*. THE DEPARTMENT.

301-304. *Independent Study—The Honors Project*. THE DEPARTMENT.

Education

PROFESSOR HAZELTON, *Chairman*

1. *History of Education*. Offered every Fall.

A study of the development of education, chiefly in the United States, in its social and cultural setting.

2. *Education in the 20th Century*. Offered every Spring.

A study of the purposes, the operation, and the government of modern educational systems. The main emphasis is given to these aspects of American education, but comparative studies are made of other national systems.

Prerequisite: *Education 1* or the consent of the instructor.

5. *Secondary Education*. Fall 1968.

An analysis of problems of policy and practice in secondary education. Special attention is given to the development of public policy in American education.

Prerequisite: *Education 2* or the consent of the instructor.

6. *Teaching*. Spring 1969.

A study of the process of teaching, the organization of subjects, and the teacher's profession. Part of the work of the course consists of observation in secondary schools.

Prerequisites: An appropriate sequence of courses in Psychology and the consent of the instructor.

NOTE: Undergraduates considering a career in teaching should make their interest known to Mr. Hazelton as soon as possible. It should be added that these studies are not only appropriate for those with a professional interest in the field but also for those whose interests are in the subject itself.

Courses in Psychology are also directly relevant to a teaching career, and *Psychology 4, 11, and 22* should be especially considered.

On page 96 there is a further discussion of careers in teaching.

English

PROFESSORS BROWN, QUINBY, THAYER, HALL, AND GREASON;
 PROFESSOR COXE, *Chairman*; VISITING PROFESSOR NEMEROV;
 ASSISTANT PROFESSORS REDWINE, HANNAFORD, COURSEN, REED,
 HORNBY, AND PALUSKA; VISITING LECTURER MR. SATTERTHWAITE;
 AND MESSRS. FRIEND AND BURROUGHS

REQUIREMENTS FOR THE MAJOR IN ENGLISH AND AMERICAN LITERATURE: A major consists of *English* 101 (the major course) and eight semester courses as follows: At least one semester unit is required from each of four groups: (1) *English* 10, 11, or 12; (2) 13 or 14; (3) 15, 16, or 17; (4) 18, 19, or 20. Four additional units may be chosen from the foregoing and/or *English* 21, 22, 30, 31, 32, 33, 34, 35, 36, 41. *English* 30 is required of all students contemplating graduate study. Exceptions to this program may be arranged by the Department to encourage and accommodate special individual programs such as interdisciplinary majors.

Composition and Oral Communication

*1-2. *English Composition and Literature*. Offered every year. MESSRS. HALL, GREASON, COXE, REDWINE, HANNAFORD, COURSEN, HORNBY, PALUSKA, SATTERTHWAITE, FRIEND, AND BURROUGHS.

A study of the major British writers in the several literary genres. Class discussions, outside reading, written papers, and individual conferences.

4. *Oral Communication*. Offered every Semester. MR. THAYER, *Director*; MESSRS. QUINBY AND REED.

Two hours a week. Although some attention is given to the formal speech, major emphasis will be upon clear, accurate, effective communication in situations common to daily living. The training will utilize six new studios, a television room equipped for instant replays, and an auditorium.

5. *Advanced Oral Communication*. Offered every Fall. MESSRS. THAYER AND REED.

In addition to training in impromptu and extemporaneous speaking, there will be a study of the composition and presentation of several types of formal speeches. Much of the work will be in the studios and television room.

6. *Discussion and Debate*. Offered every Spring. MESSRS. THAYER AND REED.

This course starts with a study of discussion, then proceed-

ing into the area of informal and formal debate, including parliamentary debate. Special attention will be given to the analysis of problems, construction of cases, and evidence.

7. *English Composition*. Offered every year. Fall 1968. MESSRS. COURSEN AND FRIEND.

Written work on assigned topics; attention focused upon the disciplines of composition, with emphasis upon methods of exposition. Ordinarily limited to students not planning to take *English* 8.

Prerequisite: The consent of the instructor.

8. *Advanced Composition*. Offered every year. Spring 1969. MR. COURSEN.

Written work with emphasis on imaginative writing. Ordinarily limited to students who have not taken *English* 7.

Prerequisite: The consent of the instructor.

9. *Literary Composition*. Offered every other year. Fall 1968. MR. COXE.

The writing of poetry and fiction. Primarily for Juniors and Seniors.

Prerequisite: The consent of the instructor.

47. *Playwriting*. Offered every year. Fall 1968. MR. QUINBY.

Study and practice in the writing of plays, with emphasis upon the one-act play.

Prerequisite: *English* 31, 32 or the consent of the instructor.

50. *Fundamentals of Acting*. Offered every year. Spring 1969. MR. HORNBY.

A studio class meeting twice a week in two-hour sessions. Group and individual work progressing from exercises and improvisations to classroom scenes to performances in Masque and Gown productions. Development of basic techniques in acting, including the carrying out of objectives, relating, relaxation, and generation of character.

Prerequisite: The consent of the instructor.

English and American Literature

10. *Origins and Development of the Language*. Offered every other year. Fall 1969. MR. HANNAFORD.

A study of conditions, linguistic and historical, through which the language developed into modern English, with close examination of relevant literary texts.

[11. *Chaucer.*]

A study of the *Canterbury Tales*, the *Prologue* and connecting links, *Troilus and Criseyde*, and the minor poems.

12. *Medieval Poetry and Prose*. Offered every other year. Fall 1968. MR. BURROUGHS.

An examination of *Gawain and the Green Knight*, the *Pearl*, *Piers the Plowman*, the Scottish Chaucerians, and selected Medieval Romances and Lyrics.

13. *Shakespeare I*. Offered every year. Fall 1968. MR. BROWN.

An intensive study of Shakespeare's principal comedies, history plays, early tragedies, and poems.

14. *Shakespeare II*. Offered every year. Spring 1969. MR. BROWN.

An intensive study of the principal tragedies and the dramatic romances.

15. *English Literature of the Early Renaissance*. Offered every other year. Fall 1969. MR. REDWINE.

A critical study of the literature of the sixteenth century, with emphasis upon Elizabethan nondramatic poetry.

16. *English Literature of the Later Renaissance*. Offered every other year. Spring 1970. MR. REDWINE.

A critical study of the literature of the seventeenth century exclusive of Milton, with emphasis on the poetry of Donne and Jonson and their followers.

17. *Milton*. Offered every other year. Fall 1968. MR. REDWINE.

A critical study of Milton's chief writings in poetry and prose.

18. *Eighteenth-Century Poetry and Prose*. Offered every other year. Spring 1970. MR. GREASON.

A study of neoclassical values, with special attention to the writings of Swift, Pope, and Johnson.

19. *English Romanticism*. Offered every other year. Fall 1968. MR. HALL.

An analytical study of the origins, growth, and nature of Romanticism, with emphasis on Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats.

20. *Victorian Poetry*. Offered every other year. Spring 1969. MR. COXE.

A critical study of the major Victorian poets.

21. *Twentieth-Century English and American Literature I*. Offered every other year. Fall 1969. MR. HALL.

A critical analysis of the philosophic and technical bases of the modern schools beginning with Joseph Conrad.

22. *Twentieth-Century English and American Literature II*. Offered every other year. Spring 1970. MR. COXE.

Various developments in contemporary literature.

30. *Literary Criticism: Definitions and Methods*. Offered every year. Spring 1969. MESSRS. HALL AND REDWINE.

An approach to criticism through the definitions of its governing concepts and terms; analysis of selected critical writings and practice in the application of the principles and instruments of criticism. Required of all candidates for graduate study.

31. *The Development of the English Drama*. Offered every other year. Fall 1968. MR. HORNBY.

A study of representative plays of Medieval, Elizabethan (excluding Shakespeare), Jacobean, and Restoration drama, as far as Sheridan.

32. *Modern Drama*. Offered every other year. Spring 1969. MR. HORNBY.

A study of modern dramatic literature, with emphasis on the comparative trends and influences of foreign drama.

33. *The English Novel I*. Offered every other year. Fall 1969. MR. COXE.

A critical study of the development of English fiction and the changing patterns of the novel in the eighteenth and nineteenth centuries, through Thackeray.

34. *The English Novel II*. Offered every other year. Spring 1970. MR. COURSEN.

Later nineteenth-century fiction.

35. *American Literature I*. Offered every year. Fall 1968. MR. BROWN.

Lectures and readings in American literature from the Puritan Age to the Civil War.

36. *American Literature II*. Offered every year. Spring 1969. MR. BROWN.

Major American writers from 1865-1950.

41. *Studies in Literary Genres*. Offered every year. Spring 1969. THE DEPARTMENT.

Lectures, discussions, and extensive readings in a major literary genre: e.g., The Narrative Poem, The Lyric Poem, Fiction, Comedy, Tragedy, or The Essay.

Prerequisite: The consent of the instructor.

The Major Program

101. *The Major Course*. Junior and Senior years. THE DEPARTMENT.

The major course consists in the Junior and Senior years of individual study under tutorial supervision in two areas (e.g., a period, a movement, a genre) which have not been covered formally through courses. In the fall, the study shall consist of an extensive and intensive reading program and conferences with the tutor. In the spring, the study shall consist of the supervised writing of a major essay.

- 201, 202. *Independent Study*. THE DEPARTMENT.

- 301-304. *Independent Study—The Honors Project*. THE DEPARTMENT.

Geology

ASSOCIATE PROFESSOR HUSSEY, *Chairman*

Students contemplating graduate work in Geology should consult with the Chairman of the Department as soon as possible, and should plan a major program in Chemistry, Physics, Biology, or Mathematics, and take *Geology* 1, 2, 3, 4, 5, and 8. *Geology* 1 and 2 should be taken in the Freshman year and by the end of the Sophomore year the following courses should be completed: *Mathematics* 11, 12; and *Chemistry* 11, 22 or *Physics* 11, 12.

1. *Introduction to Physical Geology*. Offered every year.

Lectures will be devoted to the composition and structure of the earth and the processes which affect the earth's crust. Three hours of laboratory each week will include the recognition and study of common rocks and minerals, the interpretation of topographic and geologic maps, and two half-day trips to examine the geological features of the Brunswick vicinity. In addition a one-day trip is taken to southern York County to examine evidence for glaciation, recent sea level changes, and sequence of intrusion of four major magma series.

This course is open with the consent of the instructor to those Freshmen who are seriously considering graduate study in Geology.

2. *Introduction to Historical Geology*. Offered every year.

Lectures will be devoted to a study of the principles involved in the interpretation of geologic history as deciphered from the rock record and a review of present knowledge of the evolution of the earth and its inhabitants. Three hours of laboratory each week will include the recognition of fossils and their modes of preservation, interpretation of geologic maps, and a summary of the geologic history of the principal tectonic belts of North America. A one-day field trip is taken in the spring to illustrate important aspects of the geologic history of the southern coastal Maine area.

Prerequisite: *Geology 1*.

Geology 1 and Geology 2 fulfill the laboratory science requirement for the degree for students with a year's work in college Mathematics.

3. *Crystallography and Mineralogy*. Fall 1969 and Fall 1971.

Lectures will be devoted to morphological crystallography, crystal chemistry, and a survey of the common rock-forming and economic minerals. Six hours of laboratory each week will include morphological and X-ray crystallography, and identification of minerals by inspection, chemical, optical, and X-ray diffraction techniques.

Prerequisite: *Chemistry 11, 12 or Geology 1, 2*.

4. *Optical Mineralogy and Petrography*. Spring 1970 and Spring 1972.

An introduction to the classification, genesis, and description of the common rock types. Six hours of laboratory each week will be devoted to the theory and use of the petrographic microscope as applied to mineral identification and rock description.

Prerequisite: *Geology 3*.

5. *Structural Geology*. Fall 1968 and Fall 1970.

An introduction to the primary and secondary structures of rocks, and the interpretation of crustal deformation from these features. Laboratory work will include the interpretation of the structural features of the United States as synthesized from local and regional data.

Prerequisite: *Geology 1, 2*.

8. *Invertebrate Paleontology*. Spring 1969 and Spring 1971.

The concepts and paleontological evidence of evolution, the principles of paleontology, and application of fossil data to geology and biology will be discussed in addition to examining the classification and morphology of the invertebrate groups occurring as fossils. Three lecture hours and three laboratory hours each week.

Prerequisite: *Geology* 1, 2 or *Biology* 1-2.

German

PROFESSORS KOELLN AND RILEY; ASSOCIATE PROFESSOR HODGE,
Chairman; AND TEACHING FELLOWS DIETZ AND MEYER

NOTE: Students who think that they might like to teach German in high school or college should inform the Department early of their interest. They should take *History* 1-2 and college work in another foreign language besides German.

REQUIREMENTS FOR THE MAJOR IN GERMAN: A major consists of *German* 9, 10, 15, 16, the major course, and two units from the following: *German* 11, 12, 13, 14. Major students are urged to take *German* 5, 6. For a statement of the rules governing the major course, the choice of a minor, and the requirements for honors in German, see pages 87-91. Recommended for the minor are courses in European History, English Literature or another European Literature, Religion, European Art, or Philosophy.

*1-2. *Elementary German*. Offered every year. MESSRS. RILEY AND HODGE.

Five class hours a week, three of which will be devoted to training in grammar, composition, and reading. The two remaining periods, restricted to oral-aural training, will be conducted in the laboratory or in conversation classes by the native teaching fellows, MESSRS. DIETZ AND MEYER.

A supervised language laboratory is available to all students in the Department.

*3-4. *Intermediate German*. Offered every year. MESSRS. RILEY AND HODGE.

Four hours a week, three of which will be devoted to reading, composition, and review of grammar. The one remaining period, restricted to oral-aural training, will be conducted in the laboratory or in conversation classes by the native teaching fellows, MESSRS. DIETZ AND MEYER.

Director of the oral-aural program in *German* 1-2 and 3-4:
MR. RILEY.

- 5, 6. *German Conversation and Composition*. Offered every year. MR. KOELLN.

A course designed to teach a student to express himself in oral and written German and to understand the spoken language.

Prerequisite: *German* 3-4.

- [7, 8. *Advanced German Composition and Conversation*.]

For especially prepared upperclassmen only.

- 9, 10. *A Survey of German Literature*. Offered every year. MR. RILEY.

A rapid survey of German literature and civilization from the earliest times to the middle of the eighteenth century; more detailed study of the period from 1748 to modern times. Reading of lyric poetry, plays, and short stories.

Prerequisite: *German* 3-4.

11. *German Literature of the Nineteenth and Twentieth Centuries*. Fall 1968. MR. KOELLN.

A study of such representative writers as Hebbel, Storm, Meyer, Keller, Hauptmann, Hofmannsthal, Mann, Kafka, and Brecht. Reading lyric poetry, plays, and short stories. The lectures will be in German.

Prerequisite: *German* 3-4.

12. *Continuation of Course 11*. Spring 1969. MR. KOELLN.

Prerequisite: *German* 3-4.

13. *Schiller*. Fall 1969. MR. KOELLN.

The life, poetry, drama, historical, and philosophical works of Friedrich Schiller. Lectures in German, readings, and reports.

Prerequisite: *German* 3-4 or the consent of the instructor.

14. *The Romantic Movement in Germany*. Spring 1970. MR. KOELLN.

Prerequisite: *German* 3-4 or the consent of the instructor.

- 15, 16. *Goethe*. Offered every year. MR. KOELLN.

Life and works of Goethe, especially *Faust*.

Prerequisite: *German* 9, 10, or 11, 12, or 13, 14, or the consent of the instructor.

The Major Program

101. *The Major Course*. Junior and Senior years. THE DEPARTMENT.

The major course will consist of at least four seminars or conferences in each of the last four Semesters. These meetings are planned to supplement the work done in courses by helping students to achieve a reasonably coordinated knowledge of the history of German literature and civilization, and to gain an acquaintance with the most important works of representative authors.

201, 202. *Independent Study*. THE DEPARTMENT.

301-304. *Independent Study—The Honors Project*. THE DEPARTMENT.

Government and Legal Studies

PROFESSOR DAGGETT; PROFESSOR DONOVAN, *Chairman*; VISITING PROFESSORS ARMSTRONG AND GOODRICH; ASSOCIATE PROFESSOR RENSENBRINK; ASSISTANT PROFESSOR FOX; AND MR. EMMERT

REQUIREMENTS FOR THE MAJOR IN GOVERNMENT AND LEGAL STUDIES: A major consists of six course units, two of which shall be in *Government* 1, 2. The other four may be selected from all those offered by the Department. The minor shall be planned to complement the major. Ordinarily it is selected in a related field such as Economics, History, or Sociology, or in a combination such as American History and American Literature. For a statement of the rules governing the major course, the choice of a minor, and the requirements for honors, see pages 87-91.

Government

1. *Introduction to Government*. Offered every Fall. Fall 1968. MESSRS. DONOVAN, FOX, AND EMMERT.

An introduction to the study of government in the United States. The emphasis will be upon the national government and the making of public policy. The course will examine the Constitution, Supreme Court, Presidency, Congress, political parties and interest groups, bureaucracy, and national budget-making. Whenever possible an attempt will be made to relate the study of basic institutions to the development of current issues of public policy.

2. *Introduction to Government*. Offered every Spring. Spring 1969. MESSRS. RENSENBRINK, FOX, AND EMMERT.

An introduction to the study of governments other than the United States. Governments selected for study will vary from

year to year but will usually include a Western European parliamentary type, a communist one-party type, and the government of a nonwestern, noncommunist developing country. In addition to materials used for each country studied, there will be introduced into the course relevant comparative analyses. Such analyses will be used to tie together or clarify some major questions of the nature and functioning of political institutions and processes uncovered during the first and second semesters.

5. *Urban Governments*. Offered every Fall. MR. FOX.

A study of the political forces at work in both small towns and large cities. The party structure, the forms of government, and the role played by interest groups will be considered. Some of the major problems facing local governments will also be examined.

Prerequisite: *Government 1, 2*, or the consent of the instructor.

- [9. *Public Administration*.]

A study of the executive branch of the American government in the light of the leading administrative theories and the major problems of administration. The independent regulatory commissions will also be studied.

Prerequisite: *Government 1, 2*, or the consent of the instructor.

10. *The American Presidency*. Spring 1969. MR. EMMERT.

A study of how the President is chosen, the powers and duties of the office, and the forces which both limit and expand the role of the President. Emphasis will be placed on the contemporary Presidency.

Prerequisite: *Government 1, 2*, or the consent of the instructor.

12. *Advanced Comparative Government*. Spring 1969. MR. RENSENBRINK.

An exploration in depth of political development or modernization, either by a comparison of a western developed country (other than the United States) to a nonwestern, underdeveloped country or by the analysis of the modernization of a contemporary European government. Comparisons and contrasts will be made in the light of analytic materials which probe the nature of development and which identify the problems of political formation and continuity. The aim is to

involve the student in significant political issues both in a familiar and in an unfamiliar context, and thereby sharpen his understanding of basic political forces and of options available under varying circumstances.

Prerequisites: *Government* 1, 2; or *Government* 11, 12 (as offered in 1967-1968); or *Government* 21; and *Economics* 1, 2.

13. *Political Parties*. Offered every Fall. MR. DONOVAN.

A study of political parties, their role in democracy, and their relationships with other American political institutions. An examination of the principles governing party organization and leadership; and further consideration of such problems in practical politics as the behavior of voters and the techniques of campaigning.

14. *The Policy-Making Process*. Spring 1969. MR. DONOVAN.

A study of the policy-making process in American government with special emphasis on executive-legislative relations, the roles of Congress and the Presidency, and the basic problem of responsible formulation of public policy in modern American democracy.

Prerequisite: *Government* 1, 2.

Enrollment limited to Juniors and Seniors.

15. *Problems of World Politics*. Fall 1968. MR. ARMSTRONG.

An analysis of the position of the leading powers; selected problems illustrating the basic elements of stability and instability in the modern world.

Enrollment limited to thirty Junior and Senior Government Majors.

16. *Development of American Political Thought*. Spring 1969. MR. DONOVAN.

A survey of American political thought from the seedtime of the Republic through the present. Particular emphasis will be directed toward an analysis of major American thinkers from Madison to John Dewey. The course will conclude with an examination of the contemporary dialogue of American liberalism, conservatism, and radicalism.

Prerequisite: *Government* 1, 2.

17. *Problems of Political Analysis*. Offered every Fall. MR. EMMERT.

An examination of methodologies or approaches in political science with a view towards helping the student acquire a critical awareness of various ways in which politics and po-

litical systems may be conceptualized and organized for investigation. Examples of approaches to be selected for study are as follows, though not all will be studied in any given semester: the behavioral (structural-functional, systems analysis, cybernetics), developmental and comparative, institutional-legal, historical, philosophical or theological, and common sense or pragmatic.

Open to all Government Majors, and to majors in other fields by consent of the instructor.

18. *Formulation of United States Foreign Policy*. Spring 1969. MR. FOX.

A study of the forces and institutions which shape American foreign policy. The role of the President, the executive departments, the Congress, and interest groups will be examined.

Prerequisite: *Government* 1, 2, or the consent of the instructor.

19. *The History of Political Thought in the West from Greek Antiquity to the Present Day*. Offered every Fall. Fall 1968. MR. RENSENBRINK.

An analysis, through close textual criticism, of the political writings of selected thinkers of ancient Greece, ancient Rome, medieval Europe, and modern western civilization. Non-Western thinkers may also be included. Examples of authors to be read are Plato, Aristotle, Lucretius, Augustine, Marsiglio of Padua, Machiavelli, Hobbes, Locke, Rousseau, Hegel, John Stuart Mill, Marx, Kierkegaard, Nietzsche, Veblen, Weber, Lenin, Collingwood, Ortega y Gasset, Pareto, Sorel, Dewey, Sartre, Mao tse Tung, Gandhi. Not all of these authors will be read in a single year. Authors not listed may be read in any given year.

Prerequisite: *Government* 1, 2, or the consent of the instructor.

- [20. *Continuation of Course 19.*]

Prerequisite: As under *Government* 19.

21. *Political Analysis and the Forces of Change*. Fall 1968. MR. RENSENBRINK.

A study in the perception and conceptualization of political forces through an examination in depth of selected historical contexts. The examination will center on the interaction of

sociological, economic, and psychological factors with political formation and development.

Specifically, the course is an introduction to the study of contemporary Black Africa (i.e., Africa south of the Sahara) with particular attention to Nigeria in West Africa and Tanzania in East Africa.

Enrollment limited to twenty-four Freshmen.

Legal Studies

*3-4. *American Constitutional Law*. Offered every year. MR. DAGGETT.

A study of constitutional principles in the United States. The case method is used in the presentation of material.

Prerequisite: *Government* 1, 2. Open to Juniors and Seniors.

[7. *International Law*.]

A study of the modern state system, of the role of law in its operation, of the principles and practices which have developed, and of the problems involved in their application.

Prerequisite: *Government* 1, 2, or the consent of the instructor.

[8. *International Organization*.]

The development of arbitration and judicial settlement; the League of Nations; the United Nations; and selected agencies such as the International Labor Organization.

Prerequisite: *Government* 7.

The Major Program

101. *The Major Course*. Junior and Senior years. THE DEPARTMENT.

During the Fall Semester each year the work, which is organized on a two-year cycle, deals with the masterpieces of political writing. In the Spring Semester the Senior work is preparatory for the examination, while the Junior reading deals with such concepts of political science as the state, law, sovereignty, and the nature of politics and the political process.

201, 202. *Independent Study*. THE DEPARTMENT.

301-302. *Independent Study—The Honors Project*. THE DEPARTMENT.

History

PROFESSORS HELMREICH AND WHITESIDE; ASSOCIATE PROFESSOR
LEVINE; ASSOCIATE PROFESSOR HOWELL, *Chairman*;
ASSISTANT PROFESSOR NYHUS; AND MESSRS.
KARL AND DIETRICH

REQUIREMENTS FOR THE MAJOR IN HISTORY: A major consists of the Major course (History 101) and eight courses approved by the Department. The Department has divided its course offerings into four fields: early Europe (to about 1500); early modern Europe (about 1500 to about 1848); modern Europe (about 1848 to the present); and the United States. Majors in History are expected to have some elementary knowledge in three of these four fields, either through course work or independent reading. In one of these three fields majors must have knowledge in considerable depth. In this field, called a field of concentration, a student will normally take about four courses, including, where available, a course numbered in the 30's. If they so desire, students may arrange to substitute other fields (for example: Eastern Europe; England) for any of the fields named above.

The Department is happy to recognize the advanced work carried on in many secondary schools. Prerequisites may be met either through the Advanced Placement Program administered by the College Entrance Examination Board or, on application, by a placement test given by the Department. The Department wishes to draw attention to the fact that courses numbered in the 30's and independent study projects are open to qualified students who are majors in subjects other than History. For a statement of the rules governing the major course, the choice of a minor, and requirements for honors see pages 87-91.

*1-2. *History of Western Civilization from Classical Times to the Present.*
Offered every year. MR. HELMREICH.

A survey of the chief political, economic, religious, intellectual, and cultural developments of European society. The Fall Semester is devoted to the heritage of classical antiquity, the development of the Christian Church, the Saracenic Empire, the feudal system, the beginning of national states, the Renaissance and Reformation. In the Spring Semester emphasis is laid on the growth of nationalism together with the evolution of present-day political and social systems, the French Revolution, the Industrial Revolution, imperialism, World War I, and the interwar period.

3. *Political, Cultural, and Intellectual History of Europe in the Classical Period*. Offered every other year. Fall 1968. MR. NYHUS.
A study of the civilizations of Greece and Rome from the Homeric Age to the late Roman Empire, emphasizing the political development, the economic and social conditions, and the culture of the classical world.
4. *History of Europe in the Middle Ages*. Offered every other year. Spring 1970. MR. NYHUS.
A general survey of medieval history covering political and social institutions as well as intellectual and cultural movements. The course begins with the end of the Roman Empire but emphasizes the Carolingian period and the High Middle Ages.
5. *History of the Reformation and the Age of Louis XIV*. Offered every other year. Fall 1968. MR. KARL.
A brief study of the Reformation serves as an introduction for the political, religious, and intellectual history of Europe from the opening of the sixteenth century to the death of Louis XIV.
6. *History of the Enlightenment and the Revolutionary Era*. Offered every other year. Spring 1969. MR. KARL.
A study of the background, course, and influence on Europe of the French Revolution and the Napoleonic Era.
7. *History of England from its Origins to the Seventeenth Century*. Offered every other year. Fall 1969. MR. HOWELL.
A survey of the cultural and intellectual, the political and constitutional, and the social and economic development of England.
8. *History of England from the Seventeenth Century to the Present Day*. Offered every other year. Spring 1970. MR. HOWELL.
Continuation of Course 7, but emphasizing, in addition, the growth of the British Empire.
9. *History of Europe from the Revolutions of 1848 to World War I*. Offered every other year. Fall 1968. MR. HELMREICH.
Political and social history of the states of Europe and of their imperialistic expansion, ending in a detailed study of the origins of World War I.
Prerequisite: *History* 1-2 or *Government* 12 or the consent of the instructor.
10. *Recent European History*. Offered every other year. Spring 1969. MR. HELMREICH.

A rapid survey of World War I and the peace settlements as a background for the study of political and social developments in Europe in the interwar period, World War II, and current international problems.

Prerequisite: As under *History* 9.

13. *Renaissance Europe*. Offered every other year. Spring 1969. MR. NYHUS.

In addition to a close study of the politics and culture of the period, the course considers the historical problem of a renaissance.

- *15-16. *History of Russia and East Central Europe*. Offered every other year. Fall and Spring 1969-1970. MR. HELMREICH.

A study of the historic origins and development of the peoples of Russia, the Baltic States, Poland, Czechoslovakia, Austria, Hungary, the Balkans, and Turkey, ending with an analysis of Russia's present-day relations with her satellites.

Prerequisite: *History* 1-2 or the consent of the instructor.

17. *Asian Civilization*. Offered every Fall. MR. DIETRICH.

A survey of the highlights of Asian civilization from the ancient period to the present with a concentration on the period before the nineteenth century. The backgrounds of the present-day civilizations of India, China, Korea, and Japan will be considered.

18. *Asian Civilization*. Offered every Spring. MR. DIETRICH.

Continuation of *History* 17 with an emphasis on the modern period.

Prerequisite: *History* 17 or the consent of the instructor.

20. *Interpretations of American History*. Offered every Fall. MR. LEVINE.

This course goes beyond an elementary chronological knowledge of American History to consider various, often contradictory interpretations historians have offered of the American past. Through an examination both of monographic studies and of original sources, the course offers an introduction to problems and methods of historical thinking in the context of American History.

21. *Interpretations of American History*. Spring 1970 and every Spring thereafter. MR. LEVINE.

Continuation of *History* 20.

22. *The United States and its World Relations since 1898*. Offered every other year. Spring 1971. MR. WHITESIDE.

An attempt to integrate domestic history and changing relationships with the outside world. While the course is not conventional diplomatic history, considerable attention is paid to diplomacy.

26. *The Colonial Mind*. Offered every other year. Fall 1969. MR. WHITESIDE.

The origins of American Civilization examined through intellectual history. Particular attention will be paid to Puritanism and its influence and to political theory of the Revolutionary period.

27. *The Crisis of the Union, 1848-1877*. Offered every other year. Fall 1968. MR. LEVINE.

A careful study from monographs and source materials of increasing sectional antagonism, the origins of the Civil War, the war itself, and attempts to solve postwar problems.

28. *The Nation Transformed*. Offered every other year. Spring 1970. MR. WHITESIDE.

The great transformation from a predominantly rural to a predominantly urban nation which took place from about 1865 to World War I. Particular stress on changing ideas.

31. *Problems in Early European History*. Offered every year. MR. NYHUS.

This is a close and rigorous investigation of a single period or problem in ancient, medieval, or renaissance history. In addition to critical discussion of sources and monographs, students will develop special aspects of the problem as research projects.

Fall 1968: A New Age Views the Old: The Renaissance and Reformation Critique of the Middle Ages.

Spring 1969: German City Institutions During the Early Reformation.

Prerequisite: The consent of the instructor.

32. *Problems in European History*. Offered every year. MESSRS. HOWELL AND KARL.

A close investigation of a single period or problem in the history of early modern Europe. Following critical discussion of sources both primary and secondary, students will develop specialized aspects as research projects.

Fall 1968: The Origins of the French Revolution.

Spring 1969: Napoleonic Europe.

Prerequisite: The consent of the instructor.

33. *Problems in English History*. Offered every Fall. MR. HOWELL.

A close investigation of a single period or problem in the history of England. Following critical discussion of sources both primary and secondary, students will develop specialized aspects as research projects.

1968: Elizabethan England.

1969: Britain in the Twentieth Century.

Prerequisite: The consent of the instructor.

34. *Problems in United States History*. Offered every year. MR. LEVINE.

A close investigation of a single period or problem in the history of the United States. Following critical discussion of sources both primary and secondary, students will develop specialized aspects as research projects.

Spring 1969: The Negro in American History.

Spring 1970: The Progressive Era.

Prerequisite: The consent of the instructor.

The Major Program

101. *The Major Course*. Junior and Senior years. THE DEPARTMENT.

During their Junior year all History Majors will read a common core of material under the supervision of the members of the Department. During their Senior year they will meet for study with individual members of the Department according to their field of interest and concentration.

- 201, 202. *Independent Study*. THE DEPARTMENT.

- 301-304. *Independent Study—The Honors Project*. THE DEPARTMENT.

Mathematics

PROFESSOR CHRISTIE, *Chairman*; PROFESSOR CHITTIM; ASSOCIATE PROFESSOR MITCHELL; ASSISTANT PROFESSORS JOHNSON, GROBE, SILBERGER, BROOKS, SPRINGSTEEL, AND WARD; LECTURERS MR. CURTIS AND MRS. GROBE; AND MR. BAZAR

REQUIREMENTS FOR THE MAJOR IN MATHEMATICS: Each major student is required to complete *Course 101*. He may meet the remaining requirements for the major (1) by completing with accept-

able grades *Courses* 21, 22, 31 or 32, 35, and four others chosen with the approval of the Department from courses numbered 30 or above, provided that the total number of his college courses is two more than the number required for graduation, or (2) by completing *Courses* 21, 22, 31 or 32, 35, and two others numbered 30 or above, plus the comprehensive examination. *Mathematics* 26 or an advanced course in theoretical physics may, with the consent of the Department, count towards the major in Mathematics. Permission to take the comprehensive examination will not be granted after the beginning of the second semester of the Senior year.

- 1, 2. *Topics in Mathematics*. Offered every year. THE DEPARTMENT.

A study will be made of the origins of mathematical problems, the nature of mathematical language and proof, and the purpose and applicability of abstract mathematics. The subject matter will consist of four half-semester units, one of which will be devoted to the basic concepts of calculus. The two topics tentatively chosen for the Fall Semester, 1968, are algorithms of computation and the theory of numbers. Possible topics for other semesters include: foundations of arithmetic, surface topology, group theory, non-Euclidean geometry, game theory, and combinatorial mathematics.

Prerequisites: *Mathematics* 1 is open to all students. For *Mathematics* 2 a student who has not taken *Mathematics* 1 or who has had a course in calculus must secure the consent of the Department.

11. *Analytic Geometry and Calculus*. Offered every Fall. MESSRS. CHITTIM, SPRINGSTEEL, WARD, MRS. GROBE, AND MR. BAZAR.

Elements of analytic geometry; and of differential and integral calculus.

Open to students whose secondary school courses, offered for admission to college, have included the customary training in first- and second-degree equations and inequalities, exponents and radicals, geometric progressions, the binomial theorem, the function concept, coordinate systems and graphs, and the properties of and relations among the trigonometric functions.

An honors section, with limited enrollment, is provided for adequately qualified students.

12. *Continuation of Course 11*. Offered every Spring. MESSRS. CHITTIM, SPRINGSTEEL, WARD, MRS. GROBE, AND MR. BAZAR.

Additional calculus; an introduction to infinite series and ordinary differential equations.

Prerequisite: *Mathematics 11* or an equivalent preparation which includes elementary analytic geometry and a thorough course in calculus.

14. *Elementary Mathematics of Statistics*. Offered every Semester. MR. BROOKS.

Probability; topics from the mathematical theory of statistics, such as measures of central tendency and dispersion, theoretical frequency distributions, elementary sampling theory, point and confidence interval estimates of population parameters, and tests of hypotheses.

Prerequisite: *Mathematics 11* or the consent of the instructor.

21. *Vector Geometry and Linear Algebra*. Offered every fall. MESSRS. JOHNSON, SPRINGSTEEL, AND BAZAR.

Vectors and matrices applied to topics in linear mathematics.

Prerequisite: *Mathematics 12*.

22. *Intermediate Calculus*. Offered every Spring. MESSRS. JOHNSON AND SPRINGSTEEL.

The differential and integral calculus of more than one variable; applications to geometry.

Prerequisite: *Mathematics 21*.

23. *Algebra*. Fall 1969. MR. CHITTIM.

Real and complex numbers, determinants and matrices, theory of equations, divisors and prime numbers, congruences, quadratic residues, continued fractions.

Prerequisite: Two semesters of college Mathematics or the consent of the instructor.

26. *Numerical Analysis*. Spring 1969. MR. CURTIS.

BASIC and FORTRAN programming, solutions of systems of linear and nonlinear simultaneous equations, polynomial approximation, numerical differentiation and integration, solutions of systems of first-order differential equations. The IBM 1620 and/or the Dartmouth Time-Sharing System will be used extensively throughout the course.

Prerequisite: *Mathematics 21* or *23* or the consent of the instructor.

30. *Linear Models*. Fall 1969. MR. BROOKS.

Linear programming with applications to the social sciences. The principal optimality, duality, and equilibrium the-

orems. Allocation of resources, flow in a network, the simplex method. The transportation and transshipment problems. Linear models of economic exchange and production. The theory of matrix games and strategy. The minimax theorem.

Prerequisite: *Mathematics 21*.

31. *Applied Analysis*. Offered every Fall. MR. GROBE.

The material for this course will be selected from the following list of topics: the Taylor expansion, uniform convergence, Fourier series, the Laplace transform, general methods in ordinary linear differential equations, boundary value problems including the Sturm-Liouville equation, and an introduction to partial differential equations.

Prerequisite: *Mathematics 22*.

32. *Advanced Calculus*. Offered every Spring. MR. GROBE OR MR. SPRINGSTEEL.

An introduction to the theory of functions of one real variable. Topics include: sequences and series, continuity, uniform continuity, differentiability, the Riemann integral, the Riemann-Stieltjes integral, some special functions, and existence theorems for ordinary differential equations.

Prerequisite: *Mathematics 39* or the consent of the instructor.

33. *Foundations of Geometry*. Spring 1970.

Euclidean and non-Euclidean geometries will be treated in the framework of Klein's Erlangen program. Topics will be drawn from transformation groups and invariants, coordinatization and models, one- and two-dimensional projective geometry and subgeometries such as affine, Euclidean metric, hyperbolic, and elliptic.

Prerequisites: *Mathematics 21*, *22*, or *21* and the consent of the instructor.

34. *Complex Variable*. Offered every Spring. MR. CHITTIM OR MR. GROBE.

Analytic functions of a complex variable, differentiation and integration in the complex plane, theory of residues, conformal mapping.

Prerequisite: *Mathematics 31* or *32* (may be taken concurrently), or *Mathematics 22* and the consent of the instructor.

35. *Introduction to Algebraic Structures*. Offered every Fall. MR. SILBERGER.

Algebraic properties of number systems. Groups, rings, fields, vector spaces, and their homomorphisms.

Prerequisite: *Mathematics 21*.

36. *Set Theory*. Spring 1969. MR. JOHNSON.

The set-theoretical foundations of mathematics, including equivalence and order relations, ordinal and cardinal numbers, and the axiom of choice. Although there are no formal prerequisites, the student is expected to have completed at least two years of Mathematics.

37. *Probability*. Fall 1968. MR. BROOKS.

Foundations and axioms. Sequences of independent trials. Random variables, distribution functions, and expectations. Laws of large numbers. Characteristic functions and central-limit theorems. An introduction to stochastic processes, Markov chains, and queuing theory.

Prerequisite: *Mathematics 12*.

38. *Mathematical Statistics*. Spring 1969. MR. BROOKS.

The multivariate normal distribution. Point estimation, properties of estimates, the principle of maximum likelihood. Sampling distributions. Confidence intervals and regions. Tests of hypothesis. Regression, analysis of variance and experimental design. Sequential tests of hypothesis and quality control techniques. Some nonparametric methods.

Prerequisites: *Mathematics 22* and 37, or the consent of the instructor.

39. *Introduction to Topology*. Offered every Fall. MR. CHRISTIE.

Fundamental concepts of general topology: topological spaces, continuity, separation and countability axioms, connectedness, and compactness. The geometric emphasis will be made more explicit, as time permits, by a consideration of mappings, fixed points, vector fields, networks and polyhedra, curves and surfaces.

Prerequisite: *Mathematics 22*.

40. *Topics in Topology*. Spring 1970. MR. MITCHELL.

One or two directions in topology are pursued with a fair degree of thoroughness. Possible topics are the following: homology and cohomology theories of complexes and spaces, homotopy theory, topological groups, the algebraic theory of knots, differential topology, additional general topology, or applications of topology.

Prerequisites: *Mathematics* 35, 39; or the consent of the instructor.

42. *Advanced Topics in Algebra*. Offered every Spring. MR. SILBERGER.

A selection will be made from the following topics: rings, ring homomorphisms, ideals, polynomial rings, fields of quotients, fields, field extensions, Galois theory. Rings with minimum condition, noetherian and local rings, homology theory. Noncommutative rings. Finite and infinite abelian groups, torsion, the ring of endomorphisms of a module.

Prerequisite: *Mathematics* 35.

44. *Advanced Topics in Geometry*. Fall 1970.

The content of the course will vary, so as to provide the student with advanced geometrical experience from the areas of algebraic geometry, classical differential geometry, or projective and metric geometry.

Prerequisites: *Mathematics* 32, 35; or the consent of the instructor.

45. *Advanced Topics in Analysis*. Fall 1969. MRS. GROBE.

Topological properties of the real numbers, foundations of the calculus, function spaces, Lebesgue measure and integration.

Prerequisite: *Mathematics* 32.

The Major Program

101. *The Major Course*. Junior and Senior years. THE DEPARTMENT.

The object of the course is to expand the mathematical horizon of the major through lectures, assigned reading, and special projects leading to written or oral reports.

- 201, 202. *Independent Study*. THE DEPARTMENT.

- 301-304. *Independent Study—The Honors Project*. THE DEPARTMENT.

1968 Summer Institute for Secondary School Teachers of Mathematics

PROFESSOR CHITTIM, *Director*; PROFESSOR ALBERT W. TUCKER (Princeton); ASSOCIATE PROFESSOR RICHARD W. SAMPSON (Bates); ASSISTANT PROFESSOR GERALD E. MEIKE (Wright State); ASSISTANT PROFESSOR FREDERICK N. SPRINGSTEEL.

Course I. *Evolution of Geometric Concepts*.

The evolution of geometric concepts in relation to other

fields of knowledge such as art and philosophy. Conic sections: their Greek origin and seventeenth-century development; perspective in art and geometry; maps of the sphere and other surfaces; topology of surfaces, networks, and continuous mappings; non-Euclidean geometries, as physical and logical alternatives to Euclidean geometry; relativity, space-time, and curved space.

Course II. *Mathematical Logic.*

Logic as a formal system: symbols, definitions, postulates, formation and transformation rules, bound and free variables, formal deduction; quantification and the propositional calculus; models; proof and validity; completeness and consistency; Gödel's theorem.

*1969 Summer Institute (Proposed)
for Secondary School Teachers of Mathematics*

Course I. *Algebraic Structures.*

An introduction to the structural nature of mathematics, with a careful consideration of algebra; groups, semi-groups, rings, fields, vector spaces, etc. Special attention will be given to topics which are important for high school teaching: unique factorization domains, solutions of polynomial equations, permutation groups.

Course II. *Modern Applications of Mathematics.*

Foundations of linear algebra, matrix operations, and probability theory. With these as tools, the course will then develop the ideas of game theory, linear programming, and the general techniques of the mathematics of optimization.

The Summer Institutes for Secondary School Teachers of Mathematics are part of a program of *sequential* institutes. Participants are secondary school teachers who have done work of superior quality as undergraduate majors in Mathematics at accredited institutions and who are ready to undertake graduate studies. Successful completion of work in four Bowdoin Summer Institutes leads to the award of the degree of Master of Arts.

*1968 Summer Advanced Seminar
for Graduate and Postgraduate Students of Mathematics*

PROFESSOR CHRISTIE, *Director*; ASSOCIATE PROFESSOR JONATHAN D. LUBIN (Brown), *Associate Director*; PROFESSOR HYMAN BASS (Columbia); ASSISTANT PROFESSOR JAMES E. HUMPHREYS (Oregon); and DR. DAVID J. WINTER (Bonn).

This Advanced Science Seminar provides mathematical training in a research atmosphere by offering both a graduate course and research colloquium.

Course. *Algebraic Groups*.

This course will be devoted to the structure theory of linear algebraic groups, particularly reductive groups. It is based on lectures by Professor Bass. Supporting sessions, including junior seminars, are conducted by Professors Humphreys and Winter as well as by numerous postdoctoral members.

Colloquium. *Algebraic Groups and Related Topics*.

Sequences of lectures on research topics are given by visiting mathematicians such as Professors C. W. Curtis (Oregon), B. Kostant (M.I.T.), C. Moore (Berkeley), G. D. Mostow (Yale), T. Ono (Pennsylvania), I. Satake (Chicago), R. Steinberg (UCLA), and T. Tamagawa (Yale).

*1968-1969 Academic Year Institute
for Secondary School Teachers of Mathematics*

PROFESSOR CHRISTIE, *Director*
ASSISTANT PROFESSOR GROBE, *Associate Director*

The Institute is designed for ten high school mathematics teachers of exceptional ability. The members of the Institute pursue the study of mathematics at the graduate level.

The 1968-1969 Academic Year Institute is related to the 1968 Summer Institute in such a way as to provide a program of graduate study running through a twelve-month year. Each graduate student submits for the approval of the Department a program of ten courses. Of these, two are the offerings of the 1968 Summer Institute; six are chosen from advanced upper-class courses; two are graduate seminars especially arranged for the members of the Academic Year Institute. Successful completion of the program with a level of performance appropriate to work at the graduate level leads to the award of the degree of Master of Arts.

Military Science

LIEUTENANT COLONEL OSGOOD; MAJORS LANGBEIN, SUTTON, AND
HOOGSTRATEN; AND CAPTAIN OSTERHOUDT

*11-12. *First Year Basic Course* (90 hours). Offered every year.

Organization of the Army and ROTC (5 hours). *Individual Weapons and Marksmanship* (10 hours). *United States Army and*

National Security: The missions and responsibilities of the Army (15 hours). *Academic Subject*: The additional required 30 classroom hours will be met by the substitution of a non-military-taught course selected by the student from the following general academic areas—Effective Communication, Science Comprehension, General Psychology, Political Development and Political Institutions (30 hours). *Leadership Laboratory*: Leadership training, drill experience, and the development of certain characteristics of leadership through progressive training in the exercise of command. This phase of military science continues in steps of increasing responsibility through the entire four-year program (30 hours).

*21-22. *Second Year Basic Course* (90 hours). Offered every year.

Map and Aerial Photograph Reading (15 hours). *American Military History*: To provide a sound foundation in the principles of war as exemplified in American military history and the development of the military art in the United States Army (30 hours). *Introduction to Operations and Basic Tactics*: The principles and fundamentals of small unit tactics (15 hours). *Leadership Laboratory*: As listed for Courses 11-12 with special attention to the continued development of leadership potential through assignments to positions of increased responsibility in the Cadet Corps (30 hours).

Prerequisite: *Military Science* 11-12 or credit for prior military training or service.

*31. *First Year Advanced Course* (75 hours). Offered every Fall.

Leadership: The factors which affect human behavior, methods of accomplishing motivation, and practice in the application of the principles of leadership (15 hours). *Academic Subject*: Constructive credit is granted for an elective subject chosen from the following general academic areas—Effective Communication, Science Comprehension, General Psychology, Political Development and Political Institutions. In the event that a particular subject was required in the student's academic curriculum during his Freshman and Sophomore years, the elective must be selected either from another general area or an advanced subject in the same area. However, if the subject selected was not required in the student's academic curriculum during his Freshman and Sophomore years, complete freedom of selection from within the four academic areas is permissible. The PMS will evaluate and approve the elective subject selected. Consideration will be given to the

value of the subject in furthering the professional qualification of the student as a prospective commissioned officer in the United States Army (45 hours). *Leadership Laboratory*: As listed for Courses 11-12, emphasizing the functions, duties, and responsibilities of leaders in the first three noncommissioned and/or junior officer grades (15 hours).

Prerequisite: *Military Science 21-22* or credit for completion of six weeks of basic summer camp.

*32. *Continuation of Course 31* (75 hours). Offered every Spring.

Branches of the Army: Information on the role of the various branches of the Army to assist the student in selecting the branch of service in which he desires to be commissioned (6 hours). *Military Teaching Principles*: The principles, methods, and techniques which are fundamental to military instruction, and the preparation, presentation, and evaluation of instruction (20 hours). *Small Unit Tactics and Communications*: The principles and fundamentals of small unit tactics and their application to infantry units; the principles of communications and communication systems (25 hours). *Counterinsurgency*: The history and development of clandestine paramilitary organizations, and the methods and techniques employed by conventional forces in counterinsurgency operations (5 hours). *Precamp Orientation*: The general conduct of training at ROTC Summer Camp (4 hours). *Leadership Laboratory*: As listed for Course 31 (15 hours).

Prerequisite: *Military Science 31*.

ROTC Advanced Summer Camp: Summer 1968. Students enrolled in the Advanced Course are required to attend a summer camp of six weeks' duration upon completion of MS 32. Camp training is essentially on the individual and small-unit level, with a student receiving experience in the performance of tactical, technical, and administrative duties in the field. Intensive training will be conducted with emphasis on the development of leadership. Camp is conducted at and supported by a major military installation. Exact location will be announced.

*41. *Second Year Advanced Course* (70 hours). Offered every Fall.

Operations: Command and staff organization, military intelligence, combat orders, and training management (15 hours). *Logistics*: Fundamentals of army supply and movement of units (15 hours). *Military Law*: The fundamental concepts of military justice in the Armed Forces of the United States,

as provided for in the *Uniform Code of Military Justice* (15 hours). *The Role of the United States in World Affairs*: The role of the United States in world affairs, and an orientation in the relative geographic, economic, military, political, and sociological elements of power in the world (10 hours). *Leadership Laboratory*: As listed for Courses 11-12 with further development of leadership potential by requiring the cadet officers to plan and conduct drills and ceremonies (15 hours).

Prerequisite: *Military Science* 32.

*42. *Continuation of Course 41* (80 hours). Offered every Spring.

Army Administration: Basic concepts of Army administration (15 hours). *Service Orientation*: Service life for future officers (5 hours). *Academic Subject*: Elective subject will be chosen for the second Semester of the Senior year as provided for in Course 31 (45 hours). *Leadership Laboratory*: As listed for Course 41 (15 hours).

Prerequisite: *Military Science* 41.

Music

PROFESSOR BECKWITH, *Chairman*; ASSISTANT PROFESSOR SCHWARTZ;
AND MR. ROTH LISBERGER

REQUIREMENTS FOR THE MAJOR IN MUSIC: The required courses are *Music* 11-12, 13-14, 15-16, 21-22, and either 23-24, 25-26, or 51, 52. Any student who is interested in majoring in Music should take *Music* 11-12 during the Sophomore year if possible. In addition, all majors are urged to take *History* 1-2 and *Philosophy* 38.

For a statement of the rules governing the major course, the choice of a minor, and the requirements for honors, see pages 87-91.

*1-2. *Introduction to Music*. Offered every year. MR. ROTH LISBERGER.

This course is devised for students with little or no previous training in music, and the ability to read music or play an instrument is not necessary. The elements of music—such as melody, rhythm, and tone-color—are each studied individually and in the context of musical forms. In addition a limited number of complete works will be studied in detail. Listening materials will be drawn from a variety of sources: early Western music, Western literature from the Baroque through Romantic eras, contemporary music, and music of certain non-Western cultures.

3. *Opera*. Fall 1969. MR. BECKWITH.
A survey course in the history of opera from about 1600 to about 1950.
Prerequisite: *Music* 1-2 or the consent of the instructor.
4. *Symphony*. Spring 1970. MR. SCHWARTZ.
A survey course in the history of the symphony, primarily during the Classical and Romantic periods.
Prerequisite: *Music* 1-2 or the consent of the instructor.
5. *Chamber Music*. Fall 1968. MR. BECKWITH.
A survey course in the history of chamber music, primarily during the Baroque, Classical, and Romantic periods.
Prerequisite: *Music* 1-2 or the consent of the instructor.
6. *Contemporary Music*. Spring 1969. MR. SCHWARTZ.
A survey course in contemporary music, primarily from the end of Impressionism to the present, including recent experiments in serial, aleatory, and electronic techniques.
Prerequisite: *Music* 1-2 or the consent of the instructor.
- *11-12. *Materials of Music I*. Offered every year. MR. BECKWITH.
Elementary harmony, counterpoint, ear training, and analysis.
- *13-14. *Materials of Music II*. Offered every year. MR. SCHWARTZ.
Intermediate harmony, counterpoint, ear training, and analysis. Strict composition.
Prerequisite: *Music* 11-12 or the consent of the instructor.
- *15-16. *Materials of Music III*. Offered every year. MESSRS. BECKWITH AND SCHWARTZ.
Advanced harmony, counterpoint, ear training, and analysis. Strict composition continued.
Prerequisite: *Music* 13-14 or the consent of the instructor.
- *21-22. *History of Music*. Offered every year. MR. ROTH LISBERGER.
A concentrated course in the history of music, intended primarily for majors in Music, but open to other qualified students. The ability to read music is required.
Prerequisite: *Music* 11-12 or the consent of the instructor.
- *23-24. *Seminar in Music History*. Fall and Spring 1969-1970. MR. ROTH LISBERGER.
Advanced and detailed study of chosen masterworks of music. Problems in musicology.
Prerequisite: *Music* 21-22 or the consent of the instructor.

- *25-26. *Orchestration and Free Composition*. Fall and Spring 1968-1969 and 1970-1971. MR. SCHWARTZ.

Prerequisite: *Music* 11-12 or the consent of the instructor.

- 51, 52. *Applied Music*. Offered every year.

A study of the technique and literature for a chosen instrument. One course credit will be granted for one year's work. Credit will be granted only upon completion of two consecutive Semesters of study. One hour of private instruction per week (15 hours per Semester) and weekly ensemble classes. The student is expected to spend at least one hour a day working on his chosen instrument, apart from additional research and ensemble classes. The student will be expected to perform publicly or before the Department at the end of each Semester.

The course is intended to permit a student to continue study on an instrument in which he has already demonstrated proficiency. No more than two course credits may be applied for graduation credit.

Instruction will be available for the following: violin, viola, cello, flute, oboe, clarinet, bassoon, French horn, piano, organ, and voice. Fee for a course: \$150 for the year 1968-1969.

Prerequisite: Consent of the Department.

The Major Program

101. *The Major Course*. Junior and Senior years. THE DEPARTMENT.

The major course will consist of a series of seminars or conferences meeting on regularly scheduled major meeting nights during the last four Semesters. These meetings are planned to supplement the work done in courses. Oral and written reports on assigned topics will be required.

- 201, 202. *Independent Study*. THE DEPARTMENT.

- 301-304. *Independent Study—The Honors Project*. THE DEPARTMENT.

Philosophy

PROFESSOR POLS, *Chairman*; PROFESSOR MCGEE; VISITING PROFESSOR GREENE; AND ASSISTANT PROFESSOR FREEMAN

REQUIREMENTS FOR THE MAJOR IN PHILOSOPHY: A major consists of six units approved by the Department. For a statement of the rules governing the major course, the choice of a minor, and the requirements for honors, see pages 87-91.

11. *Introduction to Philosophy*. Offered every Fall and every Spring. Fall 1968 and Fall 1969. MESSRS. POLS AND FREEMAN. Spring 1969 and Spring 1970. MESSRS. MCGEE AND FREEMAN.

An introduction to philosophy by means of an elementary consideration of its principal problems, as: the nature and methods of philosophy; sources and criteria for valid knowledge; rival conceptions of causation, of physical and organic nature, and of ultimate reality; the nature of mind, soul, and self; the status of ethical and religious values; and the question of the validity of metaphysical reasoning—or reasoning about ultimate reality. Readings in various philosophers, classical, modern, and contemporary.

[12. *Continuation of Course 11.*]

21. *History of Ancient and Medieval Philosophy*. Offered every Fall. Fall 1968. MR. MCGEE.

A study of the prototypes of European thought in ancient philosophy and a survey of medieval philosophy. Readings in the pre-Socratics, Plato, Aristotle, the Stoics, the Epicureans, and selected medieval philosophers. Supplementary reading in a history of philosophy.

22. *History of Modern Philosophy*. Offered every Spring. Spring 1969. MR. POLS.

Western philosophy from the Renaissance to the present. Some attention will be given to the development of the modern scientific attitude and to its interplay with philosophy. Readings in Descartes, Spinoza, Hobbes, Leibniz, Berkeley, Hume, and Kant. Supplementary reading in a history of philosophy.

Prerequisite: *Philosophy 11* or *21* or the consent of the instructor.

31. *The Background of Contemporary Philosophy*. Fall 1968 and Fall 1970. MR. FREEMAN.

A study of tendencies in the nineteenth century that have had an important influence on contemporary philosophy: the situation of philosophy after Kant, Hegelian idealism and the dialectic method, dialectical materialism, utilitarianism, the origins of positivism and of existentialism.

Prerequisite: Two semester courses in Philosophy.

32. *Contemporary Philosophy*. Spring 1969 and Spring 1971. MR. POLS.

A study of contemporary philosophy, with particular refer-

ence to the dispute about the nature and role of philosophy itself. The analytic movement, which in its various phases (logical atomism, logical positivism, linguistic analysis) advocates the confinement of philosophy to a second-order activity concerned with the analysis of science and everyday knowledge, will be contrasted with movements such as phenomenology, existentialism, and the revival of speculative metaphysics, which claim for philosophy a first-order concern with reality and man's relation to it. Readings in Russell, Ayer, Wittgenstein, Ryle, Husserl, Sartre, Strawson, Heidegger, Whitehead.

Prerequisite: Two semester courses in Philosophy.

33. *Metaphysics*. Fall 1969 and Fall 1971. MR. POLS.

The problem of the limits of knowledge is examined with a view to determining the proper scope of metaphysical theories. Certain persistent metaphysical issues are then considered in a contemporary setting.

Prerequisite: Two semester courses in Philosophy.

34. *Ethics*. Spring 1969 and Spring 1971. MR. MCGEE.

A study of the main types of ethical theory, based on the reading of historical and contemporary sources; and a critical inquiry into the problems of personal and social ethics.

Prerequisite: *Philosophy* 11 or 21 or 22.

35. *Logic*. Fall 1969 and Fall 1971. MR. FREEMAN.

A systematic treatment of the principles of valid inference. After a consideration of the traditional approach, including the syllogism, modern techniques for representing arguments and logical truths are presented. A survey of the structure of deductive systems and their use in science is then made.

38. *Philosophy of Art*. Fall 1968 and Fall 1970. MR. POLS.

An introduction to esthetics or the philosophy of art. Representative theories of art are discussed and used as the basis for the development of a general theory that takes account of the expressive, cognitive, and productive or creative elements in art. This theory is then applied in detail to painting, poetry, and music; in this part of the course there will be considerable study of actual works of art. Readings in classical and contemporary theories of art.

Prerequisite: Two semester courses in Philosophy or the consent of the instructor.

[39. *Major Philosophers.*]

An intensive study of the writings of a major philosopher.
Prerequisite: Two semester courses in Philosophy.

40. *Theory of Knowledge.* Spring 1970 and Spring 1972. MR. FREEMAN.

An examination of some of the principal problems in and about epistemology, as the nature of meaning and truth; the nature of inference (especially inductive inference) and problem solving; a priori knowledge; and the limits of science.

Prerequisite: Two semester courses in Philosophy.

*The Major Program*101. *The Major Course.* Junior and Senior years. THE DEPARTMENT.

The major course will consist of at least four seminars in each of the last four Semesters. The readings upon which the discussions are based are chosen to permit the use of two approaches used alternately: (1) Detailed concentration on some outstanding work exemplifying a particular philosophic outlook; (2) Synoptic review of some central and recurrent philosophic problems. A paper will be required in each of the four Semesters of the major course.

201, 202. *Independent Study.* THE DEPARTMENT.301-304. *Independent Study—The Honors Project.* THE DEPARTMENT.

Physical Education

MR. STUCKEY, *Chairman*; AND MESSRS. MACFAYDEN, SABASTEANSKI, COOMBS, LINKOVICH, WATSON, BUTT, BICKNELL, SOULE, AND LENTZ

Physical Education.

Each student is required to attend classes in physical education three days each week during his first four Semesters in college or to participate in a supervised sports program. Some credit will be given for participation in ROTC drills.

For the purposes of required physical education the college year is divided into four prescribed periods—Fall, Winter I, Winter II, and Spring. Each Freshman receives instruction in a sport with “lifetime” value during each period, learning skills that should give him an interest in physical activity in later life. He also receives coaching in four team sports from which he should learn something of the value of team play and competitive sportsman-

ship. Sophomores follow somewhat the same required program except that they are allowed to elect from the activities offered those in which they wish to become really proficient.

All Freshmen are given a swimming test during the first week of college. Those who cannot swim are required to enter a swimming class.

See pages 200-201 for a description of the athletic facilities and sports program of the College.

Physics and Astronomy

PROFESSOR JEPPESEN, *Chairman*; VISITING PROFESSOR TAYLOR;
ASSOCIATE PROFESSOR LACASCE; AND ASSISTANT PROFESSORS
WALKLING, TURNER, AND HUGHES

REQUIREMENTS FOR THE MAJOR IN PHYSICS: No rigid requirements are set beyond the minimum of six semester courses above the introductory level, including the two extra courses in lieu of a major examination. Thus the total number of college courses required for graduation is thirty-four. Major students are expected to complete at least four semester college courses in Mathematics. A major student who intends to do graduate work in Physics should carry his studies beyond the minimum. In particular, he should take *Physics* 41 and *Mathematics* 31 and 34. A major student who intends to teach at the secondary level, or who intends to do graduate work in a field such as Biophysics, Geophysics, or Astronomy, should consult with the Department as early as possible to plan a suitable program.

Physics

11. *General Physics*. Offered every Fall. MR. TAYLOR.

An introductory course which aims at an appreciation of the progress toward an understanding of the basic physical nature of the universe. The concepts of space, time, and energy as viewed by Newton and Einstein are examined and related to the motion of particles.

Prerequisite: Concurrent registration or previous credit in *Mathematics* 11.

12. *Continuation of Course* 11. Offered every Spring. MR. TAYLOR.

The nature of fields is illustrated by the theory of electricity and magnetism. The study of particles includes the quantization of radiation and the search for the ultimate constituents of matter. Laboratory: Tuesday, Wednesday, or Thursday at 1:30 P.M.

Prerequisite: *Physics* 11 or its equivalent.

Starting in the Fall 1970, Physics 11, 12 will not be open to Seniors.

21. *Atomic Physics*. Offered every Fall. MR. WALKLING.

A study of the atom, the nucleus, and the elementary particles, including a brief introduction to quantum mechanics, presented in a historical context.

Prerequisite: A college course in Physics.

22. *Intermediate Mechanics*. Offered every Spring. MR. WALKLING.

Classical mechanics at an intermediate mathematical level, with emphasis on motions of a particle and systems of particles. Special attention is paid to the principles of energy and momentum, the simple harmonic oscillator, orbital motion, and the mechanics of collisions. If time permits, the motion of rigid bodies, rotating coordinate systems, and an introduction to the methods of Lagrange will be included.

Prerequisites: *Mathematics* 21, concurrent registration in *Mathematics* 22, and a previous course in college Physics.

23. *Electronic Circuits*. Offered every Fall. MR. TURNER.

Elements of circuit analysis and the fundamentals of electronic instrumentation and measurement. A basic laboratory course for experimental scientists.

Prerequisite: A college course in Physics.

24. *Physical Electronics*. Offered every Spring. MR. TURNER.

Physical principles of semiconductor devices with applications. Laboratory.

Prerequisite: *Physics* 23 or the consent of the instructor.

32. *Electromagnetic Theory*. Offered every Spring. MR. TURNER.

First the Maxwell relations are presented as a natural extension of basic experimental laws, then emphasis is given to the radiation and transmission of electromagnetic waves.

Prerequisites: Differential and integral calculus and a previous course in Physics.

33. *Optics*. Offered every Fall. MR. JEPPESEN.

Geometrical optics and instruments. Electromagnetic theory of physical optics, interference, diffraction, and polarization. Quantum theory of radiation applied to atoms, molecules, and nuclei. Lectures and three hours of laboratory work each week.

Prerequisites: Differential and integral calculus and a previous course in Physics.

34. *Continuation of Course 33.* Offered every Spring. MR. JEPPESEN.
Prerequisite: *Physics 33.*

35. *Physical Thermodynamics.* Fall 1969. MR. WALKLING.
A nonlaboratory course in the principles of thermodynamics, kinetic theory, and statistical mechanics, with application to problems of interest to the physicist.

Prerequisites: Differential and integral calculus and a previous course in Physics.

37. *Advanced Mechanics.* Fall 1968. MR. WALKLING.

This course is essentially a continuation of *Course 22*. The topics will include the mechanics of continuous media, variational principles, and the methods of Lagrange and Hamilton, in addition to any topics listed but not covered in *Course 22*. Other topics may be suggested by the students.

Prerequisites: *Physics 22* and previous or concurrent registration in *Mathematics 31*.

41. *Quantum Mechanics.* Offered every Fall. MR. TURNER.

A unified introduction to the quantum theories of Schrodinger, Heisenberg, and Dirac using probability theory. Applications of these theories to explain the physical behavior of simple quantized systems.

Prerequisite: *Mathematics 31* or the consent of the instructor.

Independent Study

- 201, 202. *Independent Study.* THE DEPARTMENT.

If the investigations concern the teaching of physics, this course satisfies certain of the requirements for the Maine State Teachers' Certificate.

- 301-304. *Independent Study—The Honors Project.* THE DEPARTMENT.

Astronomy

1. *The Solar System.* Offered every Fall. MR. HUGHES.
2. *Stars and Stellar Systems.* Offered every Spring. MR. HUGHES.

These courses, which are independent of each other, are qualitative, nonmathematical surveys of our present knowledge of astronomy. In the first course, topics such as the nature and origin of the moon, the earth as a planet, and the nature

of the planets will be discussed. Recent results from satellite research will be included in these discussions. In the second course, topics to be discussed will include solar effects on the earth, the sun as a star, the nature of the stars, and galaxies.

Open to all students.

Psychology

ASSOCIATE PROFESSOR FUCHS; ASSISTANT PROFESSOR PERLMUTER,
Acting Chairman; AND ASSISTANT PROFESSORS KAWASH,
LIVELY, AND RITTLE

REQUIREMENTS FOR THE MAJOR IN PSYCHOLOGY: A major comprises *Psychology* 1-2, 11, 13, 14, and one additional unit to be chosen from the following: *Psychology* 21, 22, 23, 24, and 26. For a statement of the rules governing the major course, the choice of a minor, and the requirements for honors, see pages 87-91.

Students considering a major in Psychology should elect *Psychology* 1-2 in their Sophomore year. This course is intended for those students interested in the scientific foundations of psychology; students interested primarily in topics such as personality and social psychology should enroll in *Psychology* 4.

Students who are interested in teaching, but whose main interest is not in psychology, may find *Psychology* 4, 11, and 22 the most appropriate combination of courses relating to their teaching interest.

*1-2. *General Psychology*. Offered every year. THE DEPARTMENT.

This course examines basic psychological principles and theories under the general topics of learning, motivation, perception, testing and measurement of intelligence and personality, and the methods of scientific investigation in psychology, with emphasis on the biological and physiological bases of behavior. There will be three lectures and a laboratory-discussion section of up to two hours per week.

4. *Introduction to Human Behavior*. Offered every Spring. MR. KAWASH.

This is an introductory course designed for those students who do not expect to major in Psychology. Psychology will be treated as a social science and as a natural science with emphasis on the former. Topics to be studied will include child development, personality, social psychology, intelligence and its measurement, learning, and perception. This

course is not required of majors, carries no credit towards a major in Psychology, and is not open to those with credit for *Psychology 1-2*.

Open to Freshmen with the consent of the instructor.

11. *Measurement and Statistical Method in Psychology*. Offered every Fall. MR. KAWASH.

An introduction to psychological measurement and applications of statistics to research in psychology. Required of majors in the Junior year.

Prerequisite: *Psychology 1-2* or 4, or the consent of the instructor.

13. *Experimental Psychology: Perception*. Offered every Fall. MR. LIVELY.

Laboratory investigation and analysis of sensory and perceptual processes in human behavior. Required of majors during the Junior year; open to a limited number of non-majors who have done superior work in *Psychology 1-2*.

Prerequisite: *Psychology 1-2*.

14. *Experimental Psychology: Learning*. Offered every Spring. MR. PERLMUTER.

Laboratory investigation of learning, with experiments on both human and animal subjects. Required of majors during the Junior year.

Prerequisite: *Psychology 13* or the consent of the instructor.

21. *Psychology of Motivation*. Offered every Fall. MR. PERLMUTER.

A study of the current experimental and theoretical approaches to motivation. Topics to be discussed include instinctive behavior, primary and secondary drives, analysis of reinforcers, learning theory, and human motivation.

Prerequisite: *Psychology 1-2* or the consent of the instructor.

22. *Theories of Learning*. Spring 1970.

This course is devoted to the study of research data, primarily in human learning, and the fundamental principles of the learning process. The major theories of learning developed by contemporary psychologists will be surveyed.

Prerequisite: *Psychology 1-2* or 4.

23. *Systematic Psychology*. Offered every Fall. MR. RITTLE.

The historical and theoretical backgrounds of modern psychology, with special attention to the chief systems of psy-

chology, including Behaviorism, Gestalt Theory, and Psychoanalysis.

Prerequisite: *Psychology* 1-2 or the consent of the instructor.

24. *Contemporary Theory in Psychology*. Spring 1969. MR. RITTLE.

An analysis of problems faced by theorists in psychology, with a thorough review of current theorizing in one of the following areas: motivation, cognitive processes, perception, personality. The course will be conducted in seminar fashion.

Prerequisites: *Psychology* 13 or 14, and the consent of the instructor.

26. *Problems in Psychology*. Offered every Spring. MR. PERLMUTER.

This course consists of intensive reading and analysis in areas of psychology not extensively treated by the core program. Some of these areas are: developmental, physiological, child, social, comparative, test and measurement. Students will meet with the instructor regularly on an individual and group basis.

Prerequisites: *Psychology* 13 or 14, and the consent of the instructor.

The Major Program

101. *The Major Course*. Junior and Senior years. THE DEPARTMENT.

This program will include at least four seminars in each of the last four Semesters. These seminars are designed to coordinate and supplement the other course work in Psychology. Each student is required to present oral and/or written reports on a special topic in Psychology during the Junior year and to complete a special research project during the Senior year.

- 201, 202. *Independent Study*. THE DEPARTMENT.

- 301-304. *Independent Study—The Honors Project*. THE DEPARTMENT.

Religion

PROFESSOR GEOGHEGAN, *Chairman*; AND ASSISTANT PROFESSORS
BROWN AND LONG

PRINCIPLE OF THE MAJOR IN RELIGION: The principle of the major in Religion is the achievement of an integrative knowledge of the field of religion, to be demonstrated at the end of the Senior year by comprehensive written and oral examinations in the His-

tory of Religions, the Literature of Religions, Religious Thought, and appropriate cognate fields and disciplines.

REQUIREMENTS FOR THE MAJOR IN RELIGION: The requirements for the major in Religion consist of the major course, *Religion 100*, and any six units approved by the Department. The introductory courses of the Department, *Religion 11* and *12*, normally should be taken not later than the Sophomore year.

For a statement of the rules governing the major course, the choice of a minor, and the requirements for honors in Religion, see pages 87-91.

Recommended for the minor, which normally shall complement the major, are courses in Art, Classics, the literature of a language, History, and Philosophy.

11. *History of Religions I*. Fall 1968 and Fall 1969. MR. GEOGHEGAN.

A comparative study and historical survey of the major living religions of Far Eastern origin: Taoism, Confucianism, Hinduism, and Buddhism. Consideration will also be given to some primitive and smaller religions and to a general comparison with Western religion. Lectures, conferences, and readings in basic scriptures and modern interpretations.

Open to all students.

12. *History of Religions II*. Spring 1969 and Spring 1970. MR. GEOGHEGAN.

A comparative study and historical survey of major religious traditions of Near Eastern origin, Judaism, Christianity (particularly Catholicism and Protestantism), and Islam. Consideration will also be given to a general comparison with religion of non-Western origin. Lectures, conferences, and readings in basic scriptures and modern interpretations of the traditions.

Open to all students.

13. *History of Religions III: Religion in America*. Fall 1968. MR. BROWN.

A study of the development of American religions from the period of colonization to the present. The study will emphasize both the interrelation of religion and culture and the internal development of religious institutions. Topics considered will include American theology, revivalism, the impact of immigration, the social gospel, American religious sects, and religious pluralism.

This is a reading-seminar course open to all students. Examinations will be replaced by short biweekly papers and one research paper. The class will meet at arranged periods to discuss extensive reading selected from a comprehensive syllabus.

14. *History of Religions IV: Problems in the Development of Religion in America*. Spring 1969. MR. BROWN.

A seminar based upon independent research and directed toward the study of particular historical problems in American religious development. Students will be introduced to library resources, with special emphasis on bibliographical materials and classical interpretations of American religion. Each student will write a substantial research paper on a topic agreed upon with the instructor. A major portion of the course will involve individual tutorials during the research and writing of this paper. The course will conclude with seminar meetings in which individual papers will be discussed critically. Each individual will be examined orally.

Open to those who have successfully completed *Religion 13*, have a demonstrated competence in History, or have obtained the consent of the instructor.

Hours to be arranged.

21. *Biblical Literature I: The Hebrew Scriptures*. Offered every Fall. MR. LONG.

The work of Old Testament story tellers, poets, prophets, lawgivers, and historians. A critical examination, setting ancient Hebrew literature in its historical and religious context, with reference to the community which laid the foundations for classical Judaism.

Open to all students.

22. *Biblical Literature II: The Literature of the Early Christian Church*. Offered every Spring. MR. LONG.

The work of New Testament evangelists, historians, and letter writers. A critical examination, setting early Christian literature in its historical and religious context, with reference to the community which gave shape to first-century Christianity.

Open to all students.

23. *Biblical Literature III: Biblical Theology*. Fall 1968. MR. LONG.

The diverse ways in which Israel and the early Christian church talked about God, man, world, and their interrela-

tionships. A study of primary texts in their cultural surroundings, with readings in representative approaches to biblical theology.

Open to Sophomores and upperclassmen, and to Freshmen with the consent of the instructor.

24. *Biblical Literature IV: Old Testament Prophetic Literature*. Spring 1969. MR. LONG.

A critical and detailed study of important products of the prophetic movement in Israel, seen in the context of other ancient soothsayers, diviners, and magicians. Emphasis upon primary texts in the Old Testament, with appropriate readings from ancient Near Eastern sources.

Prerequisites: *Religion* 12, 21, or the consent of the instructor.

31. *Religious Thought I: Ancient and Medieval Western Religious Thought*. Fall 1968 and Fall 1969. MR. GEOGHEGAN.

A study of the philosophy of religion and of theology—especially the central questions of the nature and existence of God, the nature and destiny of man, faith and reason, the problem of evil—by means of a critical examination of the development of Western religious thought from its beginnings through the Middle Ages, with special attention to a contemporary restatement of the tradition and to the presuppositions, methods, conclusions, and influence of the thought of Augustine and Aquinas. Lectures, conferences, and readings in basic writings and contemporary interpretations.

Open to Sophomores and upperclassmen, and to Freshmen with the consent of the instructor.

32. *Religious Thought II: Modern and Contemporary Religious Thought*. Spring 1969 and Spring 1970. MR. GEOGHEGAN.

A study of the philosophy of religion and of theology—especially the central questions of the nature and existence of God, the nature and destiny of man, faith and reason, the problem of evil—by means of a critical examination of the development of Western religious thought from the early modern period to the present, with special attention to representative movements and thinkers, such as Reformation theologians (Luther and Calvin), the criticism of traditional theology (Hume and Kant), the rise of religious existentialism (Kierkegaard), and philosophical theology (Tillich). Lectures, conferences, and readings in basic writings and contemporary interpretations.

Open to Sophomores and upperclassmen, and to Freshmen with the consent of the instructor.

The Major Program

100. *The Major Course*. Junior and Senior years. THE DEPARTMENT.

The aim of the major course is two-fold: (1) to ensure that the student become acquainted with classic works in religion for the primary purpose of integrating his knowledge of the field of religion; and (2) to ensure that he receive training in methods of inquiry in religion and that he produce some tangible results of his proficiency in them.

The chief means for achieving the first aim will be the discussion of the books in a reading syllabus in individual and group conferences and in at least four seminars in each of the last four semesters. The chief means for achieving the second aim will be the preparation of research papers or critical essays in religion under the direct supervision of a member of the Department.

201, 202. *Independent Study*. THE DEPARTMENT.

301-304. *Independent Study—The Honors Project*. THE DEPARTMENT.

Romance Languages

PROFESSOR LEITH; PROFESSOR GEARY, *Chairman*; ASSOCIATE PROFESSORS NUNN AND KAMBER; ASSISTANT PROFESSORS THOMPSON AND BROGYANYI; MR. CARRIÈRE; AND TEACHING FELLOWS BEST, CUILLERIER, AND KOUADA

REQUIREMENTS FOR THE MAJOR IN FRENCH: A major consists of *French* 101 (the major course), *French* 5, 6, and six semester courses to be chosen from *French* 11, 12, 13, 14, 15, 16, 17, and 18. With the consent of the Department, not more than two of these six courses may be replaced by courses of independent study (*French* 201, 202, 301-304). Prospective majors are expected to have completed *French* 9, 10, the prerequisite for advanced literature courses, by the end of the Sophomore year. Majors who plan to attend graduate school or to teach are urged to take *French* 7, 8.

For a statement of the rules governing the major course, the choice of a minor, and the requirements for honors, see pages 87-91.

French

*1-2. *Elementary French*. Offered every year. Fall 1968. MR. GEARY. Spring 1969. MR. KAMBER.

Five class hours a week, three of which are devoted to oral practice, reading, and linguistic analysis. The two remaining periods, devoted to additional oral practice in small groups, are conducted in French by the native teaching fellows, MESSRS. CUILLERIER AND KOUADA.

3. *Intermediate French I*. Offered every Fall. MR. GEARY.

Four class hours a week, three of which are devoted to a review of fundamentals, with emphasis on the improvement of speech habits and accurate comprehension of spoken and written French. The remaining period, devoted to additional oral practice in small groups, is conducted exclusively in French by the native teaching fellows, MESSRS. CUILLERIER AND KOUADA.

Prerequisite: *French 2* or appropriate score on a placement test set by the Department at the beginning of the Fall Semester.

4. *Intermediate French II*. Offered every Semester. MR. BROGYANYI.

Four class hours a week, conducted largely in French: two are devoted to intensive study of selected literary texts, with additional texts assigned for extensive reading outside of class; the third, to practice in writing; and the fourth, to oral practice in small groups under the supervision of the native teaching fellows, MESSRS. CUILLERIER AND KOUADA.

Prerequisite: *French 3* or appropriate score on a placement test set by the Department at the beginning of the Fall Semester.

In French 1-2, 3, and 4, there are regular assignments which are to be prepared in the language laboratory under the supervision of a teaching fellow.

5. *Third-Year French I*. Offered every Semester. Fall 1968. MR. CARRIÈRE. Spring 1969. MR. GEARY.

This course is intended to develop fluency in the use of spoken and written French and in the reading of narrative and expository prose. Analysis of texts, and brief oral and written reports.

Prerequisite: *French 4* or appropriate score on a placement test set by the Department at the beginning of the Fall Semester.

6. *Third-Year French II*. Offered every Spring. MR. BROGYANYI.

A continuation of *French 5*, this course is intended to in-

crease the range of expression in speech and writing. Conducted in French.

Prerequisite: *French 5* or appropriate score on a placement test set by the Department at the beginning of the Fall Semester.

7. *Advanced French Composition I*. Offered every other year. Fall 1969. MR. NUNN.

This course is intended to provide advanced training in the writing of French compositions on a wide variety of topics and in the analysis of French style. Some attention will be paid to comparative stylistics and to the evolution of the French language. Conducted in French.

Prerequisite: *French 6* or the consent of the instructor.

8. *Advanced French Composition II*. Offered every other year. Spring 1970. MR. NUNN.

This course is a continuation of *French 7*, which is its prerequisite.

9. *Introduction to French Literature I*. Offered every Semester. Fall 1968. MESSRS. LEITH AND CARRIÈRE. Spring 1969. MESSRS. LEITH AND BROGYANYI.

This course involves close reading of selected prose passages and poetry, along with extensive reading and discussion of outstanding works from the major genres. Beginning with the *Chanson de Roland* and a *roman courtois* (both in a modern French version), the following works are studied: selected poems of Villon, the Pléiade, and La Fontaine; plays by Corneille, Racine, and Molière; selections tracing the evolution of French thought (Rabelais, Montaigne, Descartes, Pascal, and Montesquieu); a *conte* by Voltaire, and Rousseau's *Rêveries du promeneur solitaire*. One section of the course is conducted in French. All prospective majors are urged to enroll in it.

Prerequisite: *French 4* or appropriate score on a placement test set by the Department at the beginning of the Fall Semester.

10. *Introduction to French Literature II*. Offered every Semester. Fall 1968. MESSRS. GEARY AND BROGYANYI. Spring 1969. MESSRS. LEITH AND CARRIÈRE.

This course is a continuation of *French 9*. The following works are studied: selected poems of Chénier and other major poets from the Romantic period to the present; representative

novels of Diderot, Chateaubriand, Balzac, Flaubert, Proust, Gide, and Camus; Romantic and modern drama, including plays of Musset, Sartre, Ionesco, and Beckett. One section is conducted in French.

Prerequisite: *French 9* or the consent of the Department.

11. *French Thought and Culture I*. Offered every other year. Fall 1969. MR. GEARY.

A study of the evolution of moral, philosophical, aesthetic, and literary doctrines from the medieval period through the Enlightenment, with consideration of the relevant social and cultural contexts. Selected writings of Montaigne, Descartes, Pascal, Boileau, Montesquieu, Voltaire, Diderot, and Rousseau. Conducted in French.

Prerequisite: *French 9, 10*, or the consent of the instructor.

12. *French Thought and Culture II*. Offered every other year. Spring 1970. MR. GEARY.

A continuation of *French 11*, with emphasis on the Romantic and Decadent movements, Positivism, Bergsonian philosophy, Surrealism, and Existentialism. Selected writings of Hugo, Baudelaire, Gautier, Nerval, Conte, Taine, Renan, Bergson, Breton, and Sartre. Conducted in French.

Prerequisite: *French 9, 10*, or the consent of the instructor.

13. *French Poetry I*. Offered every other year. Fall 1968. MR. BROG-YANYI.

Critical study of poetic practice and close analysis of epic, lyric, and didactic poetry from the medieval period through the Romantic movement, with special emphasis on Villon, the Pléiade, the Baroque poets, Boileau, La Fontaine, Chénier, Lamartine, Vigny, Musset, and Hugo. Conducted in French.

Prerequisite: *French 9, 10*, or the consent of the instructor.

14. *French Poetry II*. Offered every other year. Spring 1969. MR. CARRIÈRE.

A continuation of *French 13*, from the middle of the nineteenth century to the present, including Baudelaire, Nerval, Mallarmé, Rimbaud, Verlaine, Laforgue, Valéry, Claudel, Péguy, Apollinaire, Saint-John Perse, and Eluard. Conducted in French.

Prerequisite: *French 9, 10*, or the consent of the instructor.

15. *French Drama I*. Offered every other year. Fall 1968. MR. LEITH.

A critical study of dramatic theory and practice from the medieval period to the end of the eighteenth century. Medieval farce and religious drama; development of tragi-comedy, tragedy, and comedy; the *drame bourgeois*. Selected plays by Rotrou, Corneille, Racine, Molière, Voltaire, Lesage, Marivaux, Beaumarchais, and Sedaine.

Prerequisite: *French* 9, 10, or the consent of the instructor.

16. *French Drama* II. Offered every other year. Spring 1969. MR. KAMBER.

A continuation of *French* 15, from Romantic to modern drama. Selected plays by Hugo, Vigny, Dumas *fils*, Becque, Feydeau, Claudel, Jarry, Giraudoux, Cocteau, Montherlant, Anouilh, Camus, Audiberti, and Genêt. Conducted in French.

Prerequisite: *French* 9, 10, or the consent of the instructor.

17. *The French Novel* I. Offered every other year. Fall 1969. MR. KAMBER.

A study of the development of the genre from the medieval *roman* through the Romantic period, with emphasis on the novels of Mme. de La Fayette, Lesage, Marivaux, Prévost, Diderot, Rousseau, Bernardin de Saint-Pierre, Choderlos de Laclos, Constant, and Stendhal. Conducted in French.

Prerequisite: *French* 9, 10, or the consent of the instructor.

18. *The French Novel* II. Offered every other year. Spring 1970.

A continuation of *French* 17, from Realism to the *nouveau roman*, with emphasis on the novels of Balzac, Flaubert, Zola, Maupassant, Huysmans, Gide, Proust, Malraux, Camus, Sartre, and Robbe-Grillet. Conducted in French.

Prerequisite: *French* 9, 10, or the consent of the instructor.

Italian

- *1-2. *Elementary Italian*. Fall and Spring 1969-1970. MR. KAMBER.

Training in grammar and pronunciation. Oral practice. Reading of texts of modern Italian authors.

- 3, 4. *Readings in Italian Literature*. Italian 3, Spring 1969. MR. KAMBER. Italian 4, omitted 1968-1969. Italian *3-4, Fall and Spring 1970-1971. MR. KAMBER.

This course is conducted largely in Italian and is designed to familiarize the student with seminal works of Italian literature as well as with current techniques of literary analysis. Literary texts of recognized merit and importance will be sub-

jected to intensive analysis. In addition, the student will do rather extensive outside reading which he will then report on in regularly assigned papers to be written in Italian.

Prerequisite: *Italian* 1-2.

Spanish

- *1-2. *Elementary Spanish*. Offered every year. MR. THOMPSON.

Five class hours a week, three of which are devoted to oral practice, reading, and linguistic analysis. The two remaining periods, devoted to additional oral practice in small groups, are conducted in Spanish by the native teaching fellow, MR. BEST.

- *3-4. *Intermediate Spanish*. Offered every year. MR. CARRIÈRE.

Four class hours a week: in the Fall, three hours a week are devoted to a review of fundamentals, with emphasis on the improvement of speech habits and accurate comprehension of spoken and written Spanish; in the Spring, there is progressively greater emphasis on the intensive study of selected literary texts, extensive reading outside of class, and practice in writing. The fourth class hour is devoted to oral practice, in small groups, under the supervision of the native teaching fellow, MR. BEST.

Prerequisite: *Spanish* 1-2 or appropriate score on a placement test set by the Department at the beginning of the Fall Semester.

- 5, 6. *Spoken and Written Spanish*. Fall and Spring 1969-1970. MR. THOMPSON.

This course is designed to develop greater fluency and to increase the range of expression in both speech and writing. Conducted in Spanish.

Prerequisite: *Spanish* 3-4 or appropriate score on a placement test set by the Department at the beginning of the Fall Semester.

- 9, 10. *Readings in Spanish and Hispanic-American Literature*. Offered every year. MR. THOMPSON.

This course is designed to acquaint the student with some of the works of the leading authors and develop an ability to read Spanish accurately and fluently. Some works are explained and discussed in the classroom, others are assigned for outside reading.

Prerequisite: *Spanish* 3-4 or appropriate score on a place-

ment test set by the Department at the beginning of the Fall Semester.

11. *Selected Topics in Spanish and Hispanic-American Literature*. Offered every other year. Fall 1968. MR. THOMPSON.

Designed to provide students who have a general knowledge of Spanish literature the opportunity to study in greater depth selected authors, genres, and literary movements. Conducted in Spanish. *The course may be repeated for credit with contents changed.*

Prerequisite: *Spanish* 9, 10, or the consent of the instructor.

The topic for the fall of 1968 will be the Spanish theater from the *comedia* of the Golden Age to the drama of social protest of the twentieth century. Reading will include representative plays by Lope de Vega, Calderón de la Barca, Moratín, the Duke of Rivas, Echegaray, Benavente, and Buero Vallejo.

12. *Continuation of Course 11*. Offered every other year. Spring 1969. MR. THOMPSON.

The topic for the spring of 1969 will be Spanish literature in the twentieth century with major emphasis on the Generation of 98 and the Generation of García Lorca. Reading will include selected works by Unamuno, Azorín, Valle-Inclán, Baroja, Ortega y Gasset, Lorca, Guillén, Aleixandre, Alberti, and Salinas.

The Major Program

101. *The Major Course*. Junior and Senior years. THE DEPARTMENT.

The major course consists of at least six meetings with an assigned tutor during each of the last four Semesters. These meetings are planned to supplement the work done in the genre courses. Written work, in French, is required in the major course.

- 201, 202. *Independent Study*. THE DEPARTMENT.

- 301-304. *Independent Study—The Honors Project*. THE DEPARTMENT.

Russian

ASSISTANT PROFESSOR RUBIN, *Chairman*

- *1-2. *Elementary Russian*. Offered every year.

Emphasis will be on the acquisition of language skills through imitation and repetition of basic language patterns.

The primary concern will thus be the development of facility in speaking and understanding simple Russian.

*3-4. *Intermediate Russian*. Offered every year.

A continuation of *Russian* 1-2. Concentration will be on maintaining and improving the student's facility in speaking and understanding normal conversational Russian. Most of this course is conducted in Russian.

Prerequisite: *Russian* 1-2.

*5-6. *Advanced Russian*. Offered every year.

This course aims to develop the ability to read Russian fluently by combining selected readings in Russian literature with a systematic analysis of Russian word-formation. Discussion, written reports, and explanation of texts exclusively in Russian.

Prerequisite: *Russian* 3-4.

9, 10. *Special Topics in Russian*. Offered every year.

The aim of this course is to enable the student to utilize his knowledge of Russian as a research tool in the investigation of a particular topic. The choice of topics will depend on the interests of the students. Reports and discussions exclusively in Russian.

Prerequisite: *Russian* 5-6.

Sociology

PROFESSOR TAYLOR, *Chairman*; ASSOCIATE PROFESSOR ROSSIDES;
AND ASSISTANT PROFESSOR MINISTER

REQUIREMENTS FOR THE MAJOR IN SOCIOLOGY: A major consists of *Sociology* 1-2, 9, 11, and two more units selected from among *Sociology* 5, 6, 7, 8, 10, 12, 13, and 14. For a statement of the rules governing the major course, the choice of a minor, and the requirements for honors, see pages 87-91.

*1-2. *Introduction to Sociology*. Offered every year. THE DEPARTMENT.

A study of human groups and social relationships, ranging from families, cliques, and fraternities to industries, social classes, and entire societies. General principles governing human groups will be emphasized, together with their application to such topics as changes in the family, urbanization, and the impact of bureaucratization and mass communication.

5. *Social Control*. Spring 1969. MR. TAYLOR.

A study of the control of attitudes and behavior through such means as propaganda and censorship, reward and punishment, education and indoctrination. Special emphasis will be placed on mass communications.

Prerequisite: *Sociology* 1-2.

- [6. *The Urban Community*.] See *Interdepartmental Course* 1 on page 165.

A study of the structure and functioning of the urban community in different cultural contexts and at various periods in history. Special emphasis will be given to the position of the urban community within the larger society and the social and cultural changes it undergoes within these larger entities. This broad historical and cultural approach will allow a comparative analysis of the urban community with regard to its economic activities, social groups, cultural configurations, and the many services and functions it performs in the national community.

Prerequisite: *Sociology* 1-2.

7. *Criminology*. Spring 1969. MR. TAYLOR.

A survey of contemporary thought regarding the causes of crime, the treatment of offenders, and the techniques of crime prevention. Field trips to state institutions will be made.

Prerequisite: *Sociology* 1-2.

8. *Minority Groups*. Fall 1969. MR. TAYLOR.

A descriptive and analytical study of intergroup relations, concentrating on problems of race, discrimination, and prejudice. Although major emphasis is placed on the Negro minority in the United States, other interracial and intercultural contacts will be considered for comparative purposes.

Prerequisite: *Sociology* 1-2 or *Government* 1-2.

9. *Social Theory*. Fall 1968. MR. ROSSIDES.

A critical consideration of some important theories of social structure and social organization, with special attention to such topics as social class, social mobility, social stratification, bureaucracy, and social values.

Prerequisite: *Sociology* 1-2.

10. *Introduction to Anthropology*. Fall 1968. MR. MINISTER.

A study of man both as a biological and a cultural phenomenon. The evolution of man and the development of

human culture will be explored along with an examination of the development of anthropology as a field of study.

11. *Research Methods in Social Behavior*. Fall 1968. MR. MINISTER.

A study of the methodological principles and problems in the scientific investigation of human behavior. Topics will include: the relationship of theory and method; experimental, laboratory, and survey designs and techniques; data collection and analysis; and interpretation and presentation of results. A survey of research from various fields in the social sciences will illustrate the various uses and misuses of social research methods. The purpose of the course will be to provide the student with the preparation needed to evaluate and use research results, and to prepare him for independent research activity.

Prerequisite: *Sociology* 1-2.

12. *Organizational Behavior*. Fall 1969. MR. MINISTER.

This course deals with certain basic organizational forms. The objective is the description and analysis of the social conditions under which organizations are effective or ineffective in solving problems. The analysis sought is one suitable for application to groups of all types and sizes.

Prerequisite: *Sociology* 1-2 or the consent of the instructor.

13. *Social Stratification*. Spring 1969. MR. ROSSIDES.

A study of the systems of stratification found in various types of communities and societies, with emphasis on the United States. Major topics will include: the "classic" theories of social class (Marx, Pareto, Veblen, Weber); the American studies (Warner, Hollingshead, etc.); functionalist *vs.* conflict approaches; and current research and theory on social class, prestige, power, and social mobility. Emphasis will be placed on the reading and discussion of important theoretical and empirical works.

Prerequisite: *Sociology* 1-2.

- [14. *Social Psychology*.]

The Major Program

101. *The Major Course*. Junior and Senior years. THE DEPARTMENT.

The major course will consider special topics selected in accordance with the interests of the major students and is designed to prepare students for the major examination. The work in the major course is divided into two parts as follows.

The Junior year is so arranged as to give the student, through reading and discussion under the guidance of members of the Department, a comprehensive view of the principles of contemporary sociology. In addition, Junior majors will have the opportunity to submit research designs on special topics preparatory to their work in the Senior year.

The Senior year will include, in addition to some further reading preparatory for the major examination, the development of an individual research project and the preparation of a report on the results.

201, 202. *Independent Study*. THE DEPARTMENT.

301-304. *Independent Study—The Honors Project*. THE DEPARTMENT.

Interdepartmental Course

1. *The Urban Crisis*. Spring 1969. MESSRS. DARLING (Economics), LEVINE (History), STODDARD (Art), MINISTER (Sociology), AND FOX (Government and Legal Studies).

A study of the social, economic, political, and aesthetic problems rising out of the growth of American cities. This is an interdisciplinary course, intended primarily for Freshmen.

No prerequisite. Upon satisfactory completion credit toward a major in Economics, Government and Legal Studies, History, or Sociology will be given.

This course does not carry credit toward a major in Art.

Senior Seminars

Fall Semester, 1968

1. Science, Technology, and Society. MESSRS. ABRAHAMSON AND MAYO.
2. Legitimacy and Political Stability in East Asia. MR. ARMSTRONG.
3. Programming Languages. MR. CURTIS.
4. National Goals and the Public Economy. MR. DARLING.
5. James Joyce. MR. FRIEND.
6. Existentialism, Secular and Religious. MR. GREENE.
7. The Nature of Moral Obligation. MR. GREENE.

8. Nuclear Weapons. MR. HUGHES.
9. Medicine and Nineteenth-Century Science. MR. KAMERLING.
10. Friedrich Nietzsche. MR. KOELLN.
11. Vietnam. MAJORS LANGBEIN AND SUTTON.
12. The New Morality. MR. MCGEE.
13. World Population Today. MR. BURTON TAYLOR.
14. Expressionist Art in the Early Twentieth Century: Sources and Theories. MR. WEST.

Spring Semester, 1969

15. Games and Decisions. MESSRS. BROOKS AND LIVELY.
16. The Nature of Creativity. MR. CORNELL.
17. Renaissance Drama. MR. COURSEN.
18. Marcus Tullius Cicero. MR. DANE.
19. Philosophical Perspectives on Science. MR. KENNETH FREEMAN.
20. The Peace-Keeping Role of the United Nations. MR. GOODRICH.
21. The Uses of Literacy. MR. HAZELTON.
22. Class, Crowd, and Political Protest in Modern Europe. MR. HOWELL.
23. The Natural Regulation of Animal Populations. MR. HUNTINGTON.
24. Eugene O'Neill. MR. QUINBY.
25. The Liberal Arts College in America. MR. WHITESIDE.

Reserve Officers' Training Corps

RALPH BARTLETT OSGOOD, JR., B.S., *Lieutenant Colonel, Armor, U.S.A., Professor of Military Science.*

EDWARD EMIL LANGBEIN, JR., A.B., *Major, Infantry, U.S.A., Assistant Professor of Military Science.*

JOHN MARTIN SUTTON, JR., A.B., *Major, Artillery, U.S.A., Assistant Professor of Military Science.*

RICHARD BALDWIN HOOGSTRATEN, B.S., *Major, Artillery, U.S.A., Assistant Professor of Military Science.*

MICHAEL BARRY OSTERHOUDT, B.S., *Captain, Armor, U.S.A., Assistant Professor of Military Science.*

JOSEPH ROGER PHILLIP DALY, *Sergeant Major, U.S.A.*

CLIFFORD BURGOYNE NASH, *Sergeant First Class, U.S.A.*

TERRY GWEN TAYLOR, *Staff Sergeant, U.S.A.*

GARRY NORMAN BURNELL, *Staff Sergeant, U.S.A.*

DANIEL LEE WARFEL, *Specialist Fourth Class, U.S.A.*

The Reserve Officers' Training Corps at Bowdoin offers a voluntary curriculum of Military Science to eligible students. The curriculum consists of theoretical and practical instruction with particular emphasis on leadership development. Classes are presented by the Department of Military Science and by other college departments for credit in Military Science as provided for by the modified program. (Description of courses is contained on pages 137-140.)

The objective of the curriculum offered is to produce junior officers who by their education, training, and inherent qualities are suitable for continued development as reserve officers of the Army of the United States.

The Reserve Officers' Training Corps Unit at Bowdoin is an Army General Military Science Unit. The curriculum includes instruction in subjects common to all branches of the Army, and further provides for a college-taught academic subject to be chosen by the student during the Freshman year and during one Semester in each year of the Advanced Course. Upon successful completion of the program and graduation from college, a student is eligible for appointment as a Second Lieutenant in one of the branches of the United States Army Reserve. The branch assignment of the

student is based on his individual choice, background, aptitude, and the needs of the Army at the time he is commissioned. Selected Advanced-Course students who apply may be offered commissions in the Regular Army.

The Senior Division ROTC Program at Bowdoin is divided into two major phases:

(1) The Basic Course—covering the first two academic years. Academic credit is not authorized by the College for this portion of the program. Enrollment for Freshmen involves one hour of classroom instruction weekly; and for Sophomores, two hours. An additional 30 hours of practical laboratory periods of leadership training each academic year completes the instruction given to Freshmen and Sophomores. Satisfactory completion of the Freshman course is a prerequisite for advancement to the second year of the Basic Course. Previous military training or satisfactory completion of accredited secondary school ROTC is accepted in lieu of first-year work in Military Science. The student must be physically qualified. Basic-Course students are eligible for deferment from military service under the Universal Military Training and Service Act upon their application.

(2) The Advanced Course—covering the third and fourth academic years. The college awards full academic credit for this course. Successful completion of the Basic Course (or attendance at the basic summer camp after the Sophomore year for prospective enrollees in the Two-Year ROTC Program), application by the student, and selection by the Department of Military Science are prerequisites for enrollment. This course involves four hours of classroom instruction weekly and a total of thirty hours of practical laboratory periods in leadership training each academic year. Three of the four hours of classroom instruction during one of the two Semesters each year will be devoted to the college-taught subject selected by the student. Students are paid at the rate of approximately \$50 per month while they are enrolled in the Advanced Course, except for the period they are at ROTC summer camp, when a different pay scale applies.

Between the third and fourth years, students attend a six weeks' summer camp at an Army installation. During the period at summer camp the students are paid approximately \$220. Including travel pay at six cents a mile to and from summer camp, each student receives a total of approximately \$1,200 during the two-year course. Advanced-Course students are deferred from military service under the Universal Military Training and Service Act.

Uniforms and textbooks are provided at no expense to students enrolled in the Basic and Advanced Courses.

The Army offers a limited number of two-year full scholarships to students enrolled in the Four-Year ROTC Program. Criteria are set by the Department of the Army and announced by the Professor of Military Science in December of each year. See pages 59-60 for further information regarding ROTC Four-Year Scholarships.

Preparatory training in college followed by active service as a commissioned officer gives the individual as a student, and later as a graduate, maximum leadership and management experience of a type which will prove invaluable to him in his future executive, professional, or business career.

The Library

THE strength of a college library derives from its collections of books and other library materials and from the staff to make the library useful to students. Bowdoin's Nathaniel Hawthorne-Henry Wadsworth Longfellow Library is exceptionally strong in its reputation as a college library. Totaling approximately 400,000 volumes, its collections have been built up over a period of more than 170 years and include an unusually large proportion of distinguished and valuable volumes. Similarly distinguished has been its roster of Librarians of the College, a list that includes John Abbot, Calvin Stowe, Henry Wadsworth Longfellow, and George T. Little. Its present full-time staff includes a dozen professional librarians and about an equal number of library assistants.

The first books that belonged to the Library—a set of the Count Marsigli's *Danubius Pannico-Mysicus*, given to the College in 1796 by General Henry Knox (who had been a bookseller in Boston before he achieved fame as George Washington's chief ordnance officer)—are still a part of its collections. In the early decades of the nineteenth century Bowdoin's Library, largely because of extensive gifts of books from the Bowdoin family and the Benjamin Vaughan family of Hallowell, Maine, was one of the largest in the nation. It has been maintained as one of the larger college libraries of the country, but its areas of growth are now defined by the curriculum of the College and restrained by the desirability of containing it as a collection to which students can have easy, and almost complete, access on open shelves. In addition to its 400,000 volumes (a count which includes bound periodicals and newspapers, phono-discs, microfilm, and microcards), the Library has a collection of approximately 60,000 maps, over 2,000 photographs, and more than 300,000 manuscript items. The current annual rate of acquisition is about 14,000 volumes and the annual expenditure per student is more than \$260.

The Hawthorne-Longfellow Library Building was opened in the fall of 1965. The Library occupies 60,000 square feet of its floor space and will eventually incorporate the 26,000 square feet presently used for the College's administrative offices. It now provides space for well over 400,000 volumes and for 538 readers (for 460 of these by individual study tables, carrels, or lounge chairs). Eventual full occupancy of the building will increase shelf capacity to 560,000 volumes and seating capacity to about 700. The College is also reserving the stack wing of Hubbard Hall, the library building

of the College from 1903 to 1965, to shelve expanded book collections. Space for an additional 200,000 books is available there.

The entrance level of the building contains the portions of the Library of most immediate use to its readers: the circulation desk and reserve-book shelves, the card catalog, reference books and bibliographies, current newspapers, current periodicals, periodical indexes, government documents, and two large and handsome reading areas. Study stations are conveniently dispersed on this floor as they are throughout the building.

The lower level of the Library houses Bowdoin's extensive collection of bound periodicals, its bound volumes of newspapers, and its collections of microfilm and microcards. This area includes space for the Library's photocopying services.

Special features of the second floor are an exhibit area and the President Franklin Pierce reading room, informally furnished and giving a broad view through floor-to-ceiling windows. In this room is a collection of paperbound books for recreational reading and a selection of periodicals received by the Library for immediate use only. Near this room are more newspapers and magazines for recreational reading, a suite of listening rooms, and a room for record storage. Also on this floor are two suites of ten faculty studies each and small rooms for student typing or group study. The rest of this floor is shelving surrounded by carrels.

More shelving and carrels occupy the principal portion of the third floor. There are nine additional private studies on this floor. The eastern end of the third floor is the special collections suite. This includes, in addition to shelf space for Bowdoin's rare books and manuscripts and space for their use, a map room, a conference room, and a staff and faculty lounge.

The collections of the Library are strong (though inevitably of varying strength) in all areas covered by the curriculum of the College, and a constant effort is maintained to see that representative publications in fields outside the current curriculum are added to the Library. There is special strength in documentary publications relating to both British and American history, in the books relating to exploration and the arctic regions, in books by and about Carlyle, in books and pamphlets about Maine, in materials about the Huguenots, in books and pamphlets on World War I and on the history of much of middle Europe in this century, and in the literary history of pre-twentieth-century France.

The reference collection includes most of the English-language encyclopedias and a good representation in original editions of major foreign encyclopedias—from two editions of the monumen-

tal eighteenth-century *Encyclopédie* of Diderot to such modern works as the *Grand Larousse Encyclopédique*, *Der Grosse Brockhaus*, the *Enciclopedia Universal Illustrada Europeo-Americana*, the *Bol'shala Sovetskala Entsiklopedia*, and the *Enciclopedia Italiana de Scienze, Lettere ed Arti*. In it also are the principal national bibliographies and other major bibliographical tools. Dispersed in their proper places throughout the collections are such distinguished sets as the *Studies and Documents* of the American Institute of Musicology in Rome, Armando Cortesão's *Portugaliae Monumenta Cartographia*, the elephant-folio edition of John James Audubon's *Ornithological Biography* (his "Birds of America"), E. S. Curtis's *The North American Indian*, the *Rerum Britannicarum Medii Aevi Scriptores*, Jacques Paul Migne's *Patrologiae* (Latina), the *Scriptores Rerum Germanicum*, Reuben Gold Thwaite's *Early American Travels*, and *The Victoria History of the Counties of England*. Scholarly sets include the publications of the Camden Society, the Early English Text Society, the Egypt Exploration Society, the Geological Society of America, the Hakluyt Society, the Henry Bradshaw Society, the Huguenot Society of London, the Prince Society, the Royal Historical Society, the Royal Society, the Scottish History Society, the Scottish Text Society, and the Société des Anciens Textes Français. Of comparable, or perhaps even greater distinction, is Bowdoin's collection of more than 85,000 bound volumes of periodical publications.

Special collections in the Hawthorne-Longfellow Library comprise extensive collections of books, manuscripts, and other materials by and about both Hawthorne and Longfellow; books and pamphlets collected by Governor James Bowdoin; the private library of James Bowdoin III; an unusually large collection of late eighteenth- and early nineteenth-century books (particularly in the sciences) collected by Maine's distinguished Vaughan family; books, periodicals, and pamphlets contemporaneous to the French Revolution; the books, papers, and memorabilia of the Abbott family; an unusually fine representation of the items published in the District of Maine and in the State during the first decade of its statehood; and the books printed by the three most distinguished presses in Maine's history: the Mosher Press, the Southworth Press, and the Anthoensen Press.

Also in the special collections suite are the printed items relating to the history of the College and the chief collections of manuscript archives of the College. These include much material on Bowdoin alumni and extend far beyond a narrow definition of official college records. Here also is the Library's general collection of manuscripts. Outstanding among the manuscripts are the collections of the pa-

pers of Generals O. O. Howard and Charles Howard, of Senator William Pitt Fessenden, and of Professors Parker Cleaveland, Alpheus S. Packard, Henry Johnson, and Stanley Perkins Chase; collections of varying extent of most of Bowdoin's Presidents, especially President Jesse Appleton, General Joshua L. Chamberlain, President William DeWitt Hyde, and President Kenneth Charles Morton Sills; manuscripts by Kenneth Roberts, Kate Douglas Wiggin, Charles Stephens, Edwin Arlington Robinson, Elijah Kellogg, and such contemporary authors as Vance Bourjaily, John Pullen, and Francis Russell.

The books and manuscripts in Bowdoin's special collections are not treated simply as museum pieces. They are freely open to use by qualified scholars and are extensively used in introducing undergraduates—in their research projects, senior seminars, and other independent work—to the variety of research materials regularly used in the scholarly world and which they can expect to use if they continue into university graduate work.

Special collections include also the Bliss Collection of books on travel, on French and British architecture, and other fine books (miscellaneous in nature but largely relating to the history of art and architecture) which are housed in the extraordinarily handsome Susan Dwight Bliss Room in Hubbard Hall. These books are additionally distinguished by their fine bindings. The books in this room and the room itself (with its Renaissance ceiling which once graced a Neapolitan palazzo) are the gift of the late Miss Bliss of New York City.

During term time the Library is open from 8:30 A.M. to midnight Monday through Saturday, and on Sunday from 1:00 P.M. to midnight. When the College is not in session the Library is not open in the evenings or on Sundays or holidays. Small departmental collections in art, biology, chemistry, mathematics, music, and physics are housed contiguous to the offices of the departments and are available for use on separate schedules of opening.

The operation of the Library and the growth of its collections are supported by the general funds of the College and by gifts from alumni and other friends of the Library and of the College. The Library is annually the recipient of generous gifts of both books and funds for the immediate purchase of books or other library materials. It is always especially desirous of gifts of books, manuscripts, and family records and correspondence relating to the alumni of the College. The income of nearly ninety gifts to the College as endowment is directed to the use of the Library.

<i>Name</i>	<i>Donor or source</i>	<i>Amount</i>
Achorn	Edgar O. Achorn 1881	
The annual balance from the Achorn Flag Fund.		
Adams	William C. Adams 1897	\$ 2,000
John Appleton 1822	Frederick H. Appleton 1864	10,053
Samuel H. Ayer 1839	Athenæan Society	1,020
Benoit	A. H. Benoit Co. and the Benoit family	2,275
Alexander F. Boardman	Edith Jenney Boardman	500
Elias Bond	Elias Bond 1837	7,220
George S. Bowdoin	George S. Bowdoin	1,041
Philip H. Brown 1851	John C. Brown	2,040
Harold H. Burton 1909	Former law clerks, secretary, and friends	4,100
Henry L. Chapman 1866	Frederic H. Gerrish	10,006
Henry Philip Chapman 1906	H. Philip Chapman, Jr. 1930	1,500
Class of 1825	Several persons	1,025
Class of 1875	Class of 1875	1,671
Class of 1877	Class of 1877	3,033
Class of 1882	Class of 1882	2,346
Class of 1888	Class of 1888	1,210
Class of 1890	Class of 1890	2,020
Class of 1901	Class of 1901	727
Class of 1904	Class of 1904	6,032
Class of 1912	Class of 1912	24,159
Class of 1914	Class of 1914	6,232
Class of 1924	Class of 1924	2,394
Lewis S. Conant	Emma L. Conant	63,412
Else H. Copeland	National Blank Book Co.	500
John L. Cutler	John L. Cutler 1837	1,020
Darlington	Mrs. Sibyl H. Darlington	1,000
Miguel de la Fe	His friends	1,535
Betty Edwards Dober	Her family	1,350

The Library

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<i>Name</i>	<i>Donor or source</i>	<i>Amount</i>
James Drummond 1836	Mrs. Drummond and daughter	3,045
Edward A. Dunlap 1940	Mr. and Mrs. Edward A. Dunlap	350
Henry Crosby Emery 1892	Class of 1899	2,000
Daniel C. Fessenden	Daniel C. Fessenden	7,473
Francis Fessenden 1858	John Hubbard	10,000
John O. Fiske	John O. Fiske 1837	1,020
Melville W. Fuller 1853	Mrs. Hugh Wallace	25,000
General Fund	Several persons	2,473
Arthur Chew Gilligan	Mrs. Mary C. Gilligan	1,219
Ginn	Thomas D. Ginn 1909	2,500
William and Elizabeth Goodman	William Goodman	1,200
Albert T. Gould	Albert T. Gould 1908	1,000
Hakluyt	Robert Waterston	1,100
Roscoe J. Ham	Edward B. Ham 1922	1,307
Robert L. Happ 1953	His friends	100
Louis C. Hatch \$100 annually from his estate.	Louis C. Hatch 1895	
Samuel W. Hatch 1847	Miss Laura A. Hatch	1,000
Charles T. Hawes 1876	Mrs. Hawes	2,500
George A. Holbrook	George A. Holbrook 1877	2,000
Thomas Hubbard	His sisters and brother	3,307
Thomas H. Hubbard	Thomas H. Hubbard 1857	123,503
Winfield S. Hutchinson 1867	Mrs. Hutchinson	33,416
Elijah Kellogg 1840	Harvey D. Eaton	1,346
President John F. Kennedy	Several persons	3,100
William W. Lawrence	William W. Lawrence 1898	7,500
Brooks Leavitt	Brooks Leavitt 1899	111,462
Noel C. Little 1917	Delta Kappa Epsilon Fraternity, alumni, and friends	1,300

<i>Name</i>	<i>Donor or source</i>	<i>Amount</i>
Charles H. Livingston	His friends	1,060
Solon B. Lufkin	Solon B. Lufkin	500
Robert H. Lunt 1942	William E. Lunt 1904 and Mrs. Lunt	1,500
William E. Lunt 1904	Mrs. Lunt	510
Frank J. Lynde 1877	George Lynde	1,487
Mabel N. Matthews	Mrs. Della Fenton Matthews	1,218
Samuel A. Melcher 1877	Miss Lucy H. Melcher	15,988
William C. Merryman 1882	Mrs. Merryman	1,000
Earl Scott Miller	Karmil Merchandising Corp.	500
Gilbert H. Montague	Gilbert H. Montague	5,000
Edward S. Morse	Edward S. Morse	1,000
Alpheus S. Packard 1816	Sale of publications	500
William A. Packard	William A. Packard 1851	5,000
John Patten	John Patten	500
Donald W. Philbrick	Donald W. Philbrick 1917	5,250
Frederick W. Pickard	Frederick W. Pickard 1894	152,500
Lewis Pierce 1852	Henry Hill Pierce 1896	32,009
Alfred Rehder	His family	2,870
Franklin C. Robinson 1873	Clement F. Robinson 1903	5,000
Robert R. Rudy 1946	His friends and relatives	671
Joseph Sherman 1826 and Thomas Sherman 1828	Mrs. John C. Dodge and Mary S. S. Dodge	4,709
Jonathan L. Sibley	Jonathan L. Sibley	7,094
Sills	Faculty, alumni, and friends	25,704
Edgar M. Simpson 1894	Mrs. Margaret S. Millar	2,500
Smyth	Henry J. Furber 1861	
The annual balance of the Smyth Mathematical Prize Fund.		
Walter M. Solmitz	His friends	539
Daniel C. Stanwood	Miss Muriel S. Haynes	5,375
Edward Stanwood	Edward Stanwood	1,270

The Library

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<i>Name</i>	<i>Donor or source</i>	<i>Amount</i>
L. Corrin Strong One-half the income of the Trust.	L. Corrin Strong Trust	
Charles C. Torrey	Charles C. Torrey 1884	1,000
Transportation Library Fund	Edward H. Tevriz 1926 and Joseph T. Small 1924	4,000
United States Steel Founda- tion	United States Steel Founda- tion	20,000
White Pine	Anonymous	10,231
Thomas W. Williams 1910	His friends and relatives	500
Robert W. Wood	Robert W. Wood 1832	1,000

The Fine Arts

THE MUSEUM OF ART

AN art collection has existed at Bowdoin almost since the inception of the College itself. The earliest acquisition of major importance was a group of one hundred and forty-two old master drawings bequeathed to the College in 1811 by James Bowdoin III. This was the first public collection of its kind in America and contains, among many treasures, a superb landscape by Pieter Brueghel the Elder. James Bowdoin III's collection of old master paintings came to the College two years later, in 1813.

Although various parts of the College's art collection were on view during the first half of the nineteenth century, it was not until 1855 that a special gallery devoted to the collection came into being in the College Chapel. This gallery was made possible by a gift from Theophilus Wheeler Walker, a cousin of President Leonard Woods. It was as a memorial to Walker that his two nieces, Harriet Sarah and Mary Sophia Walker, donated funds in 1891 for the erection of the present museum building, designed by Charles Follen McKim of McKim, Mead & White. Four tympana murals of Athens, Rome, Florence, and Venice by John La Farge, Elihu Vedder, Abbott Thayer, and Kenyon Cox, respectively, decorate the Museum's Sculpture Hall.

The Museum contains one of the most important collections extant of American Colonial and Federal portraits, including works by Smibert, Feke, Blackburn, Copley, Stuart, Trumbull, and Sully. Among the five examples by Robert Feke is his greatest work, the full-length likeness of *General Samuel Waldo*, generally regarded as the finest American portrait of the first half of the eighteenth century; the nine Gilbert Stuarts include the so-called "official" portrait of *Thomas Jefferson*, as well as its pendant, *James Madison*. A complete catalogue of this collection, *Colonial and Federal Portraits at Bowdoin College*, was published by the College, with a matching grant from the Ford Foundation, in 1966.

The College's collection of ancient art contains sculpture, pottery, bronzes, gems, coins, and glass of all phases of the ancient world. The most notable benefactor in this area was Edward Perry Warren, the leading collector of classical antiquities of the first quarter of the twentieth century. Five magnificent ninth-century B.C. Assyrian reliefs from the Palace of Ashurnazirpal II, the gift to the College of Henri Byron Haskell, Medical 1855, are installed

in the Museum's Sculpture Hall. *Ancient Art in Bowdoin College*, a descriptive catalogue of these holdings, was published in 1964 by the Harvard University Press.

In recent years the College has been the recipient of a Samuel H. Kress Study Collection of twelve Renaissance paintings; a fine group of European and American pictures given by John H. Halford, of the Class of 1907, and Mrs. Halford; a collection of Chinese and Korean ceramics given by Governor William Tudor Gardiner and Mrs. Gardiner; and a collection of nineteen paintings and one hundred and eighty-six prints by John Sloan bequeathed by George Otis Hamlin.

In the fall of 1964, the College was the recipient of the major portion of a collection of Winslow Homer memorabilia, which until that time had been in the artist's studio at Prout's Neck, the gift of Doris Homer, the wife of the artist's late nephew Charles Lowell Homer. This material, now known as the Homer Collection of the Bowdoin College Museum of Art, includes the artist's first watercolor; a significant group of letters he wrote over a period of many years to various members of his family; several of the certificates of award which accompanied the many medals Homer received for his work both in this country and abroad; three of the manikins he posed for figure paintings; his watercolor box, a palette, and brushes; and a considerable quantity of photographs of Homer, his family, and of Prout's Neck.

The Museum also contains fine examples of the work of such nineteenth-century and twentieth-century American artists as Winslow Homer, Eastman Johnson, Thomas Eakins, Martin Johnson Heade, William Glackens, Marsden Hartley, Andrew Wyeth, and Leonard Baskin.

In addition to rotating exhibitions of the permanent collection, the Museum holds numerous exhibitions every year of works of art lent by institutions and private collectors throughout the United States. Among the important exhibitions held by the Museum in recent years have been *The Art of John Sloan*, *The Art of Leonard Baskin*, *Painting in British India*, *The Portrayal of the Negro in American Painting*, *The Salton Collection of Renaissance and Baroque Medals and Plaquettes*, *As Maine Goes* (photographs by John McKee of the despoilation of the Maine Coast), and *Winslow Homer at Prout's Neck*. From time to time the College lends pictures and objects in the custody of the Museum to other institutions in various parts of the country. The Bowdoin College Traveling Print Collection is made available gratis to institutions in the State of Maine under the provision of Title I, of the Higher Education Act of 1965.

In 1961 the Associates program of the Bowdoin College Museum of Art was formed in order to more effectively share the facilities of the Museum with the community beyond the College. Students are encouraged to become members, at a reduced rate, so that they can take advantage of the Associates' publications and events.

DRAMA AND STAGECRAFT

Since 1903, when a group of students organized the Bowdoin Dramatic Club, the College has recognized the regular production of plays as a valuable part of the extracurricular program. In 1909 the club changed its name to the Masque and Gown; two years later it started the tradition of annual Shakespearean productions as a feature of Commencement. Since then, the Masque and Gown has produced not only Shakespeare, but playwrights from all periods, with plays ranging from the classical to the avant-garde.

One of the most important activities of the club has been its encouragement of playwriting. For over thirty years the Masque and Gown has produced student-written one-act play contests, with cash prizes. Winners have later written full-length plays, fifteen of which have been produced on campus and four professionally in New York.

The Department of English offers courses in dramatic literature, acting, and playwriting. Informal instruction is available in acting and directing under a professional director, and in lighting and stagecraft under a professional technician, in Pickard Theater in Memorial Hall. This generous gift of the late Frederick William Pickard, LL.D., a member of the Class of 1894, includes a modern, 600-seat theater with proscenium stage, equipped with a complete system for flying scenery, an electronic lighting dimmer, and a superb modern sound system. In addition, Memorial Hall contains a fully equipped scene shop and, on the lower floor, a small open-stage theater for experimental work.

Membership in the Masque and Gown results from major work on one or minor work on two of the plays produced each season. An executive committee of undergraduates elected by the members consults with the Director of Dramatics to determine the program for each year, handle the finances and publicity of the club, and organize the production work. To operate efficiently, the Masque and Gown needs box-office and publicity men, directors, designers, builders, painters, electricians, property men, and costumers as well as actors and playwrights.

MUSIC

Bowdoin offers its students an unusual variety of musical opportunities. Many undergraduates participate in organizations such as the Glee Club, the *a cappella* choir which sings at Vesper Services, the Meddiebempsters, the Bachelors, and various chamber music ensembles. Student instrumentalists are encouraged to perform in recitals and in concerts of solo and chamber music sponsored by the Bowdoin Music Club.

The Glee Club has always been of particular interest to Bowdoin students. Under the direction of Rodney J. Rothlisberger, it presents two concerts on campus with prominent New England women's colleges, and during the Christmas season the Chapel Choir presents a concert in the Walker Art Building. The Glee Club has appeared in New York's Town Hall on four occasions, and in May, 1968, appeared with the Boston Symphony "Pops" for the twenty-first time.

The "Meddiebempsters," Bowdoin's augmented double quartet, have toured American Army camps and hospitals in Europe eight times under government sponsorship. The "Bowdoin Bachelors," an octet founded in 1961, have become well known. Both octet groups appear frequently at other colleges, and have been heard on network radio and television. Student instrumental ensembles, appearing in numerous campus concerts, have presented music by composers as diverse as Monteverdi, Gabrieli, Hindemith, and John Cage. These ensembles, including the Wind Quintet and Brass Choir, are under the direction of the Music Department.

Visiting artists regularly present concerts on the campus. The Curtis-Zimbalist Concert Series, established in 1964, has included the New York Pro Musica, the First Chamber Dance Quartet, the American Brass Quintet, the New York Chamber Soloists, pianist Gary Graffman, and soprano Bethany Beardslee. The 1968-1969 Series includes, among others, the Festival Winds and the Curtis String Quartet. In addition, performers prominent in the Portland-Brunswick area present recitals on the campus.

The Bowdoin College Summer Music School offers intensive training to talented young instrumentalists from all parts of the country. The Aeolian Chamber Players, resident faculty of the Summer School, also present a series of recitals during July and August. In addition, the Chamber Players have given world premieres of new works, commissioned by Bowdoin, at the annual Contemporary Music Festivals. Several of these works are being published by the College, as part of the work of the Bowdoin College Music Press.

Professional teachers are available to give instruction in voice, piano, and other instruments to those students who wish to continue their study of applied music. The College provides practice rooms without charge in the Harvey Dow Gibson Hall of Music. A record loan system gives students the privilege of borrowing records from the extensive collection of the Department of Music.

PRINTING AND TYPOGRAPHY

To supplement the opportunities offered to students in the Fine Arts, the College now has a well-equipped printing shop in the Walker Art Building. The equipment consists of a generous assortment of Caslon types especially imported from England, a smaller quantity of Oxford, Centaur, and Arrighi types, stands, stone, cutters, etc., and an old-style hand press. The purpose is to introduce interested students to the meaning of printing and typography, and to its allied fields in which some knowledge of printing and typography may be of value: editorial work, publishing, advertising, institutional promotion, and the production of fine printing itself.

Professor Cornell, of the Department of Art, will be available for informal instruction to students who want an introduction to typography and basic printing procedures. Prior to using this equipment, students must discuss their intention with Professor Cornell before they begin working or experimenting.

The College Library already owns many examples of fine printing which include the publications designed and printed by Frederick W. Anthoensen, A.M. (Bowdoin, 1947), of The Anthoensen Press, of Portland; books printed by Thomas Bird Mosher, A.M. (Bowdoin, 1906), also of Portland; and publications of the Grolier Club, of New York. In the field of early printing the Library possesses several examples of incunabula as well as a collection of 270 leaves of incunabula, mounted and described by Konrad Haebler. For several years the Library has been purchasing books in the field of printing and typography, their purchase being made possible by gifts to the Anthoensen-Christian Fund, established in 1946 to provide a typographical collection. In 1950 the Library received from Susan Dwight Bliss a unique collection of volumes bound in full leather, beautifully tooled and inlaid by some of the world's finest binders. Among the binders represented are Meunier, Zaehnsdorf, Lortic, Michel, Chambolle-Duru, Riviere and Son, Taffin, Bradstreet, Ruban, Cuzin, and Gruel.

Public Affairs Research Center

THE Public Affairs Research Center was established in September, 1966, through the merger of the Bureau for Research in Municipal Government (established in 1914) and the Center for Economic Research (established in 1958). With the appointment of a full-time professional staff, the activities of the Center are being expanded and broadened in scope. Research contracts with government and business organizations, as well as the assistance of foundation grants, enable the Center to carry on a program of identification, preparation, and administration of research investigations dealing generally with economic conditions, community government, regional development, and public administration.

In addition to special research reports, the Center publishes the *Maine Business Indicators*, which contains widely used economic analyses as well as the Maine Business Index. This publication has been continued monthly without interruption at Bowdoin College since its first issue in September, 1956. Monographs dealing with various aspects of government activity in Maine—the Government Research Series—are also available through the Center.

Within this general framework PARC exercises a unique role in Maine as a research and information center. In addition to the formal studies, the staff of the Center is available to answer specific requests for information about socio-economic conditions in Maine that are of concern to business firms, government officials, or other organizations and individuals.

To maintain liaison with the business community and assure adequate and objective representation in the Center's studies of current thinking, an advisory committee of Maine business leaders has been established. In addition to proposing research projects and advising on the activities of the Center, this committee also is concerned with the financial support and contributions that come from business firms and individuals in Maine and which underwrite the publication costs of the *Maine Business Indicators*. A second advisory group to the Center is composed of faculty members of Bowdoin College who, by virtue of their experience and interest, can assist in the development and execution of the research program of the Center.

The offices of the Public Affairs Research Center are located on the first floor of Hubbard Hall. Here also is the Center's library of books, reports, and periodicals covering its fields of interest. This library, supplemented by the regular collection in the Hawthorne-

Longfellow Library, is available for consultation and provides the basis for answering requests for specific information. Inquiries should be directed to the Public Affairs Research Center, Bowdoin College, Brunswick, Maine 04011.

Research Institute of the Gulf of Maine

BOWDOIN COLLEGE, along with seven other educational institutions in Maine, has become a charter member of the Research Institute of the Gulf of Maine. This is a nonprofit corporation established as a consortium to carry out research and educational projects related to oceanography. The nature of oceanographic research and the limited resources of each institution make it highly desirable and imperative that progress in this important area be on a cooperative basis. It is expected that the corporate vehicle will carry out research projects involving in varying degrees participation of faculty members and students as well as physical facilities of the institutional members. None of the separate institutions lose any of their own autonomy with respect to any of the programs that may be carried out by TRIGOM.

Much of the impetus for this consortium followed from a two-day conference on oceanography hosted by Bowdoin College in the summer of 1967. Apart from representatives of the educational institutions in Maine, the conference attracted oceanographers from government agencies, research institutions, and corporations. Physical space for the consortium has been provided by the University of Maine on the Portland campus for the time being. Staffing of the consortium, including the position of Executive Director, has been made possible through funds the university has obtained as a result of action taken by the Maine Legislature in the special session of 1968. Eventually it is expected that the consortium will sustain itself through research contracts and it does not expect to be funded in any sustaining fashion by the member institutions.

Charter members of TRIGOM, apart from Bowdoin College, are Bates and Colby Colleges, the University of Maine, Nason and St. Francis Colleges, and the Southern Maine Vocational-Technical Institute.

The Bowdoin Scientific Station

THE College maintains a field station at Kent Island, off Grand Manan, in the Bay of Fundy, New Brunswick, Canada, where qualified students can conduct field work on biological problems. Kent Island, containing about two hundred acres and several buildings, was presented to the College in 1935 by Mr. John Sterling Rockefeller, of New York City. Charles Ellsworth Huntington, Ph.D., Associate Professor of Biology, is the Director of the Station.

This valuable adjunct to the scientific resources of the College, at the entrance to the Bay of Fundy, is the home of thousands of seabirds and is especially attractive to students of ornithology. The extensive tides in the Bay provide excellent conditions for the study of marine biology. A wide diversity of terrestrial environments, ranging from marshland to spruce woods, makes the island itself equally attractive to students of ecology.

No formal courses are offered at the Station, but students from Bowdoin and other institutions are encouraged to select problems for investigation at Kent Island during the summer and to conduct field work on their own initiative with the advice and assistance of the Department of Biology. Approved field work at the Station is acceptable for credit in *Biology* 201, 202, 301-304 (The Independent Study and Honors Courses). Financial assistance for students doing research at Kent Island is available from the Alfred O. Gross Fund (see page 218) and from a grant from the National Science Foundation for undergraduate science education.

Faculty members and graduate students from other institutions have often used the facilities of the Station in their research. They have helped the undergraduate members of the Station through informal instruction and as examples of experienced investigators at work.

Lectureships and Institutes

THE regular instruction of the College is supplemented each year by a series of ten or twelve major lectures, in addition to occasional lectures and panel discussions sponsored by the various departments of study and undergraduate campus organizations. A notable adjunct to the intellectual life of the entire college community is the series of Institutes which brings to Bowdoin every two years various distinguished authorities in Art, Literature, Music, Public Affairs, and Science.

LECTURESHIPS

ANNIE TALBOT COLE LECTURESHIP: This lectureship was founded in 1906 by Mrs. Calista S. Mayhew, of South Orange, New Jersey, in memory of her niece, Mrs. Samuel Valentine Cole. According to the terms of the gift, this lectureship was established to contribute "to the ennoblement and enrichment of life by standing for the idea that life is a glad opportunity. It shall, therefore, exhibit and endeavor to make attractive the highest ideals of character and conduct, and also, insofar as possible, foster an appreciation of the beautiful as revealed through nature, poetry, music, and the fine arts."

MAYHEW LECTURE FUND: This lectureship was founded in 1923 by Mrs. Calista S. Mayhew. The income from the bequest is used to provide lectures on bird life and its effect on forestry.

JOHN WARREN ACHORN LECTURESHIP: This lectureship was established in 1928 by Mrs. John Warren Achorn, as a memorial to her husband, a member of the Class of 1879. The income is used for lectures on birds and bird life.

TALLMAN LECTURE FUND: This fund was established with a gift of \$100,000 by Frank G. Tallman, A.M. (Bowdoin, 1935), of Wilmington, Delaware, in 1928, as a memorial to the Bowdoin members of his family. The income is "to be expended annually upon a series of lectures to be delivered by men selected by the Faculty either in this country or abroad." In addition to offering a course for undergraduates, the Visiting Professors on the Tallman Foundation give a series of public lectures on the subject of their special interest.

VISITING PROFESSORS ON THE TALLMAN FOUNDATION: 1960-1969

William Matthew O'Neil, A.B., A.M., *McCaughey Professor of Psychology, University of Sydney. Visiting Professor of the History of Science, Spring 1960.*

Takamichi Ninomiya, B.A., *Professor of English, Kobe University. Whitney-Fulbright Visiting Professor of the Japanese Language and Literature, Fall 1960.*

Ole Myrvoll, DR. OECON., *Professor of Economic Theory, Norwegian School of Economics and Business Administration, Bergen. Visiting Professor of Economics, Spring 1962.*

Rex Warner, *Visiting Professor in Classical History and Literature, 1962-1963.*

Alfred Maurice Taylor, M.A., PH.D., *Professor of Physics, University of Southampton. Visiting Professor of Physics, 1964-1965.*

Mahadev Dutta, B.Sc., M.Sc., D.PHIL. (Sc.), *Professor of Mathematics, North Bengal University. Visiting Professor of Mathematics, 1966-1967.*

Howard Nemerov, A.B., *Professor of English, Brandeis University. Visiting Professor of English, Spring 1969.*

CHEMISTRY LECTURE FUND: By vote of the Boards in 1939 the balance of \$1,280 from a fund given for Chemistry Department Lectures is used for special lectures in chemistry.

THE STUDENT COUNCIL LECTURESHIP: This lectureship, an annual gift to the College from the Student Council, was established in 1958 to provide a lecture on a topic of current interest to the student body.

EDITH LANSING KOON SILLS LECTURE FUND: This fund, at present amounting to \$5,025, was established in 1961 by the Society of Bowdoin Women to honor Mrs. Kenneth C. M. Sills, the wife of a former president of Bowdoin College. The fund is to be used to support a biennial lecture by an outstanding woman.

CHARLES WESTON PICKARD LECTURE FUND: Founded in 1961 by John Coleman Pickard, of the Class of 1922, in memory of his grandfather, a member of the Class of 1857. Starting with a gift of \$15,000, the interest is to be added to the principal until it reaches \$25,000, except that beginning with the academic year 1963-1964, and every four years thereafter, the income for that particular year

shall be used to provide a lecture in the field of journalism in its broadest sense. "By journalism is meant lines of communication with the public, whether through newspapers, radio, television, or other recognized media."

CHARLES R. BENNETT MEMORIAL FUND: A fund of \$1,000 given in 1962 by Mrs. Mary D. Bennett in memory of her husband, Charles R. Bennett, of the Class of 1907. The income is made available to the Mathematics Department preferably for the purpose of meeting the expenses of a visiting mathematics lecturer.

THE BIENNIAL INSTITUTES

Sponsored by the College, Institutes on subjects of broad, general interest were held biennially from 1923 to 1941 and resumed in 1944. The method of conducting these Institutes is to bring to Brunswick various lecturers, each a distinguished authority in his field, for public lectures and round-table conferences. Although the lectures attract state-wide audiences, the conferences are given solely for undergraduates. In 1955, 1956, and 1960 the traditional pattern was varied by having the Institute conducted by one lecturer who developed a single theme in a series of addresses and round-table discussions. In the last twenty-five years Institutes have been held in the following fields:

Liberal Education (1944)	The Mind of the South (1958)
World Politics and Organization (1947)	The Contemporary American Novel (1960)
Modern Literature (1950)	Soviet Russia (1962)
Highlights of New England Culture During Bowdoin's History (1952)	Hawthorne and the American Novel (1964)
Some Aspects of American Foreign Policy (1955)	A Carl Ruggles Festival (1966)
Crime and Delinquency (1956)	Black Africa: A New Begin- ning (1968)

NATIONAL SCIENCE FOUNDATION INSTITUTES

SUMMER INSTITUTES

Three grants totaling \$141,570 were received from the National Science Foundation for conducting Institutes on the Bowdoin campus in the summer of 1968. Institutes for secondary school teachers were held in Chemistry, Mathematics, and Marine Biology. These three Institutes ran concurrently from July 1 to August 9. Each Institute offered credit at a graduate level of two semester courses

or eight semester hours. Under the terms of the grant each participant received a stipend of \$75 a week with additional allowance for dependents and travel.

The Chemistry Institute, directed by Dr. Samuel E. Kamerling, Charles Weston Pickard Professor of Chemistry, was designed for thirty-six high school teachers who taught or were preparing to teach advanced placement chemistry courses.

The Marine Biology Institute, under the direction of Dr. Alton H. Gustafson, Professor of Biology, was presented to thirty-six science teachers selected because of their interest in Marine Biology and their ability to foster this interest in their students. Emphasis in this Institute was placed on the ecological aspects of the marine environment and the use of living organisms.

The Mathematics Institute was under the direction of Professor Richard L. Chittim, of the Department of Mathematics. It provided sixty teachers a program of two courses: one in Evolution of Geometric Concepts and one in Mathematical Logic. This Institute was the tenth of a series of Mathematics Institutes planned to give credit toward a master's degree. Again this year participants selected were teachers who would exert leadership in the teaching of mathematics by creating modern courses or writing textbooks.

American teachers who attended these Institutes came from every section of the United States. Bowdoin College provided both dining and housing accommodations. Approximately one-half of the teachers were accompanied by their families. Throughout the period of the Institutes the facilities of the College including the Library, the Museum, and the Moulton Union were made available to these participants. The coordinator of the 1968 Institutes was Dr. Samuel E. Kamerling, Charles Weston Pickard Professor of Chemistry.

MATHEMATICS SEMINAR

In addition to the three Institutes above, there was also an Advanced Science Seminar for Graduate and Postgraduate Students of Mathematics. The Seminar, financed by a grant of \$94,730 from the National Science Foundation, was under the direction of Dr. Dan E. Christie, Professor of Mathematics, and ran from July 2 to August 22. About forty-eight graduate and ten postdoctoral students participated in a program devoted to study and research in Algebraic Groups. Stipends and allowances for dependents and travel were available to members of the Seminar.

SUMMER SCHOOL OF MUSIC

The Summer School of Music, which is coeducational, was founded by Bowdoin in 1965 to give serious music students and advanced young instrumentalists an opportunity to develop as performers and musicians through a concentrated program of instrumental and chamber music lessons.

During the summer of 1968 enrollment was limited to thirty students. Instruction was offered in violin, viola, cello, flute, clarinet, and piano, and students were given the opportunity to perform in public at weekly recitals. Upon successfully completing the six-week course, students received one Bowdoin semester course academic credit, the equivalent of four hours, toward the Bachelor of Arts degree. Elliott S. Schwartz, Acting Chairman of the Department of Music, directed the school. The faculty was composed of the Aeolian Chamber Players—Lewis Kaplan (violin), Michael Rudiakov (cello), David Gilbert (flute), Lloyd Greenberg (clarinet), and Jacob Maxin (piano). With a grant from the Maine State Commission on the Arts and the Humanities the Aeolian Chamber Players also presented a series of weekly concerts.

Student Life and Activities

BOWDOIN provides for her students a campus life which combines traditional features of the liberal arts college with modern facilities and programs which enrich the experience of undergraduate life. The Curriculum in Arts and Sciences (pages 83-166) provides formal instruction in those subjects appropriate to the development of educated and enlightened citizens. Within this framework students are encouraged, and are permitted sufficient flexibility, to develop their talents and capacities for leadership to the utmost. The physical plant and equipment of the College has been considerably improved in recent years, and visitors are frequently impressed by the quality of these physical facilities, given the modest size of the student body. Along with the library, laboratories, art museum, concert and lecture halls, social center, infirmary, and athletic facilities, continuing attention is given to the less tangible—but more important—intellectual resources of the College. Art shows, lectures, concerts, motion pictures, and legitimate dramatic productions are all planned to provide stimulating experiences which will enhance the student's everyday work within the formal curriculum.

THE HONOR SYSTEM: A student initiated proposal, the Bowdoin Honor System was devised with the uniqueness of Bowdoin foremost in mind. As voted by the Faculty and Student Body, it places complete responsibility upon the individual student for integrity in all of his academic work, including the use of the College Library. During registration, each student signs a pledge signifying that he understands and agrees to abide by the Bowdoin College Honor System. In so doing, he is pledging himself neither to give nor to receive unacknowledged aid in any academic undertaking. Further, he is pledging himself, in the event that he witnesses a violation of the Honor System, to "take such action as he believes is consistent with his own sense of honor." Responsibility for instructing students about their obligations under the Honor System resides with the Student Judiciary Board, which also recommends any action in the event of a reported violation. The constitution of the Honor System and other explanatory information are published in a special booklet distributed to all entering students.

VESPER SERVICES: Vesper Services with religious music and readings are on Sundays in the Chapel. Attendance is voluntary.

LIVING AND DINING ACCOMMODATIONS: The College provides living and dining accommodations for its student body. Entering Freshmen live in the several dormitories. Those electing to join fraternities will, after the first few days, normally take their meals at the fraternity house; others dine at the Moulton Union. All Seniors, with but a few exceptions, live and dine at the Senior Center. The fraternity chapter houses furnish dining accommodations to their members with the exception of the Seniors and living accommodations for a large proportion of the Sophomore and Junior Classes (the final arrangements for living quarters being contingent upon the size of enrollment and other factors). Both fraternity and dormitory quarters help to promote the valuable friendships and give-and-take of opinion perennially associated with campus life.

THE MOULTON UNION: The Union is the Community Center of the College, for all members of the college family—students, faculty, administration, alumni, and guests (and their families). It is not merely a building; it is also an organization and a program. Together they represent a well-considered plan for the community life of the College.

The main lounge, with its pleasant fireplace, is arranged for informal use as well as college gatherings: lectures, smokers, recitals, receptions, and banquets. A conference lounge in the opposite wing and two smaller lounges add flexibility to the main floor area. Also on this floor are the scheduling and information desk and the campus telephone switchboard.

A large, self-service bookstore, featuring a growing paperback section, is located in the southeast corner on the main floor, supplying textbooks and sundries to members of the College. Profits are used for general student social purposes under the direction of the Student Union Committee.

Extracurricular activities such as the Student Union Committee, the *Orient*, the *Bugle*, the Debating Council, the Outing Club, Camera Club, and WBOR have offices in the Union.

On the lower floor, food service is provided in a variety of dining rooms with distinctive decor, where members and friends of the College may dine pleasantly for regular meals or between-meal snacks. One of the dining rooms serves as a banquet room for groups of less than one hundred. Also on this floor are game and television rooms.

The facilities of the Union resemble those of a club in which there are daily opportunities for new students to meet and form

friendships with other students and faculty members. The donor's wish to provide a place where the fires of friendship may be kindled and kept burning has been amply realized.

The formulation of policies and the planning of the many-sided program of Union activities are the responsibility of the Union Director assisted by the Student Union Committee, consisting of a representative from each Fraternity and the Independents. By sponsoring concerts, dances, lectures, art exhibitions, motion pictures, tournaments, and other entertainments, the Committee contributes to the social life of the entire college community.

THE STUDENT UNION COMMITTEE

Fall 1968

Bruce Christopher Jordan, *President*
 Thomas Stuart Walker, *Vice President*
 Robert Galbraith MacDermid III, *Secretary*
 Richard Danforth Barr, *Treasurer*

James Patrick Baker	Zeta Psi
Gordon Richard Cutten	Sigma Nu
James Dougal Darrow	Independents
Peter Manning Gibson	Alpha Kappa Sigma
Peter Francis Mejstrick	Theta Delta Chi
Gordon Ware Sewall	Beta Theta Pi
Roy David Snable	Phi Delta Psi
Benjamin Rush Toland	Psi Upsilon
William Joseph Vaughn	Alpha Rho Upsilon
Colby Davis Welch	Chi Psi
John Noel Wight	Delta Sigma
Andrew Muller Wiswell, Jr.	Delta Kappa Epsilon
Donald Emery Woodward	Alpha Delta Phi

FRATERNITIES: The Greek-letter fraternities first appeared on the Bowdoin campus in 1841. A century ago their functions were purely literary and social, but with the passing years they have become more and more an integral part of college life. In the early years, the meeting places of the fraternities were known only to their members. Later the members of the various chapters lived together in several of "the ends" of the college dormitories. A new era began in 1900 when two of the Greek-letter societies moved into houses of their own and took over the provision of living and dining facilities. Ordinarily, the Sophomore and Junior Class members live "at the house," while all of the members, with the exception of the Seniors, dine there.

Membership in a fraternity provides much more than an attractive eating club, agreeable companionship, occasional house parties, and competition in interfraternity track meets. To many graduates, such membership has meant a valuable training in the care of material property and in the maintenance of good relations with the town and with other groups, cooperation with the Administration and the faculty advisers in promoting scholarship and manly conduct among the younger brothers, and comradely association with alumni in the management of chapter affairs. At Bowdoin, loyalty to a fraternity has been found in practice to be an excellent means of developing loyalty to the College itself and to the larger interests which the College serves.

INDEPENDENTS: The Independent group at Bowdoin is small (partly because the fraternities do not follow as exclusive or selective policies as at some other colleges) but nevertheless important. Members of this group usually live in the dormitories and dine at the Moulton Union. The group has its own faculty adviser and holds out to its members the possibility of friendly association with fellow students without the more formal ties that go with fraternity organization.

THE BOWDOIN PLAN: A notable contribution to international understanding, the "Bowdoin Plan" is an arrangement whereby the fraternities provide board and room for some foreign students, while the College remits tuition. The plan originated with the undergraduates themselves in the spring of 1947, and in its first year of operation brought six foreign students to the Bowdoin campus. Since then the number has been increased. Their presence is a very desirable addition to the life and fellowship of a small college.

ASPAU and LASPAU SCHOLARS: Several students are in residence at Bowdoin under the African Scholarship Program of American Universities and the Latin American program of American Universities.

THE STUDENT COUNCIL: The control of student life at Bowdoin is entrusted in the fullest possible measure to the students themselves. Undergraduate self-government is vested in the Student Council, which makes recommendations about student affairs to the student body, and occasionally to the Faculty. The Council is composed of representatives from each fraternity and organized social group.

STUDENT COUNCIL

Fall 1968

Benjamin Remington Pratt, Jr., *President*John Michael Mackenzie, *Vice President*William Lane Babcock, Jr., *Secretary-Treasurer*

John Wallace Benson	Beta Theta Pi
William Stewart Blackburn	Independent
Bruce Richard Bragdon	Beta Theta Pi
Bruce Row Brown, Jr.	Alpha Delta Phi
David William Campbell	Sigma Nu
Carlton Terrell Charity	Phi Delta Psi
Charles Himes Clapp	Sigma Nu
John Bradford Cole	Alpha Delta Phi
Chris Gus Dematatis	Independent
John Haynes Demenkoff	Zeta Psi
Terrence Patrick Gilbert	Alpha Rho Upsilon
Loring Edwards Harkness III	Phi Delta Psi
Dennis James Hutchinson	Senior Center
George Steven Isaacson	Delta Sigma
Howard Rollin Ives III	Psi Upsilon
William Hall Lever	Alpha Kappa Sigma
Frederick Wellington Lyman	Delta Kappa Epsilon
David Bliss Malcom	Psi Upsilon
August Charles Miller III	Alpha Rho Upsilon
Peter Harding Mulcahy	Zeta Psi
Robert Stanley Newman	Alpha Kappa Sigma
Geoffrey Bruce Ovenden	Chi Psi
Michael John Princi	Senior Center
Steven Mark Schwartz	Theta Delta Chi
John Carver Skillings	Senior Center
Geoffrey Hager Smith	Theta Delta Chi
Willard Pearson Warwick	Chi Psi
Frederic Colby Whitcomb	Delta Kappa Epsilon
Richard Alan Wilson	Delta Sigma

THE STUDENT JUDICIARY BOARD: The Student Judiciary Board is responsible for introducing new students to the Honor System. It also sits in judgment on violations of the Honor System and on other breaches of good conduct by students. Its decisions take the form of recommendations to the Dean of Students' Office. The Board is comprised of three Seniors and two Juniors, all elected by the Student Council.

STUDENT JUDICIARY BOARD

Fall 1968

Bradley Alan Bernstein
John David Delahanty
Dennis James Hutchinson
John Michael Mackenzie, *Chairman*
Roger Alexander Renfrew

THE STUDENT CURRICULUM COMMITTEE: The Student Curriculum Committee is interested in faculty-student relationships. Among its contributions to the College is the arrangement of lectures of interest to the college community, delivered principally by members of the Faculty. The five-member Committee is elected in the fall; two are members of the Student Council and three, members-at-large, are from the student body.

THE STUDENT COMMITTEE FOR THE SENIOR CENTER: The elected officers of the Senior Class meet frequently with the Director of the Senior Center to assist in program planning. This committee may be augmented by additional representatives of the class, as decided by the Seniors at a meeting in the early part of the Senior year.

STUDENT COMMITTEE FOR THE SENIOR CENTER

Fall 1968

Robert Emmel Ives (*Class President*)
Richard Alan Mersereau (*Class Vice President*)
James Mason Barney (*Class Secretary-Treasurer*)

THE BOARD OF PROCTORS: The maintenance of order in the dormitories and the responsibility for their proper care are delegated to a Board of Proctors nominated by the Student Council and appointed by the Dean of Students with the approval of the Faculty.

BOARD OF PROCTORS

Fall 1968

Richard Danforth Barr
John David Delahanty
John Haynes Demenkoff
Jeff Douglas Emerson
John Francis Erkkinen
Neil Harris Hamlin
Howard Rollin Ives III
Frederick Wellington Lyman

Robert Galbraith MacDermid III
James Mazareas
Roger Alexander Renfrew
Willard Pearson Warwick

THE ORIENT: *The Bowdoin Orient*, the college newspaper, is now in its ninety-eighth year of continuous publication. Opportunities for Freshmen as "cub" reporters, and for newcomers at the news desk and in the pressroom, continue as in the past, and advancement on the staff is rapid for those with a flair for journalism. Students interested in the business management of the newspaper will also find opportunities for work and advancement.

THE QUILL: The *Quill* is the college literary publication and is normally published once each Semester. Each issue contains articles in all fields of student literary interest: short stories, essays, poems, and reviews. Contributions are welcomed from all members of the College.

THE BUGLE: The *Bugle* is the college yearbook published by the Junior Class. The board is composed of students with a faculty adviser.

MUSIC: The most important musical extracurricular activity is the Glee Club. Bowdoin continues to be a "singing college," with the *a cappella* choir (which in addition to Vesper Services makes joint appearances with nearby girls' schools and colleges), house singing, student recitals, and the "Meddiebempsters" and the "Bowdoin Bachelors," both double quartets. An artist concert series is open free to all undergraduates.

RADIO: In WBOR, "Bowdoin-on-Radio," the College has a fully equipped FM radio station as the result of a substantial gift from the Class of 1924. Situated on the second floor of the Moulton Union, both studios and the control room are sealed against disturbances of sound with acoustical tiling and sound-lock doors. The station is equipped to produce high-fidelity broadcasts.

Students and faculty work freely together to cover the average daily run of ten hours on the air. The station has an advisory board, but programming and management are handled entirely by the students. During the last year of operation about twenty-five students participated as scriptwriters, directors, announcers, performers, and engineers. The station records on tape many of the college lectures and concerts for rebroadcast and has made several recordings for public distribution.

DEBATING: In addition to the Achorn and Bradbury Prize Debates, an extensive program of intercollegiate debating is sponsored by the Debating Council. The annual interfraternity debate competition for the Wilmot Brookings Mitchell Debate Trophy is under the general supervision of the Council.

THE MASQUE AND GOWN: This college dramatic organization has for over sixty years provided undergraduates with opportunities to give practical expression to their interest in the theater. Townspeople collaborate with the student members of Masque and Gown in many productions. The Executive Committee hopes to continue its policy of producing full-length and one-act plays written by students; the Committee also plans to use various experimental production techniques. Under the direction of an expert, and housed in Pickard Theater, the Masque and Gown offers many opportunities for those interested in playwriting, scene design and construction, acting, and business management and publicity.

THE INTERFAITH COUNCIL: The Interfaith Council is an organizational structure comprised of two representatives of each of the student religious organizations on the campus. The purposes of the Interfaith Council are to distribute funds from the activities fee among member organizations, to approve new member organizations, to sponsor an annual Religious Forum, and to advise the Administration on chapel speakers. The present member organizations of the Council are: the Bowdoin Christian Association, the Bowdoin Episcopal Student Association, the Bowdoin Newman Apostolate, and the Student Religious Liberals.

THE POLITICAL FORUM: This student organization actively fosters the discussion and debate of current political practices and problems of local, state, national, and international interest. The Forum has instituted the policy of inviting guest speakers to lecture to the college community.

THE OUTING CLUB: Organized in 1948, the Outing Club sponsors a program of outdoor activities including rock and mountain climbing, cycling, canoeing, and skiing.

THE WHITE KEY: This organization has two functions: to program and supervise all interfraternity athletics, and to serve as the official committee to welcome and make arrangements for the entertainment of teams visiting Bowdoin from other institutions.

Physical Education and Athletics

BOWDOIN is committed to physical education, including an athletics-for-all policy, as an essential and important part of the total educational program. Briefly stated, its purpose is to provide each student full opportunity for satisfying experience in physical activities for the achievement of health and physical fitness. The physical education program includes required classes which emphasize instruction in sports activities with carry-over value, a year-round schedule of intramural athletics for the whole student body, and intercollegiate competition on the varsity and freshman level in sixteen sports. Upperclassmen are encouraged to use the athletic facilities to participate in free recreational play.

INTERCOLLEGIATE ATHLETICS: Bowdoin offers intercollegiate competition in the following sports: football, cross-country, basketball, track (winter and spring), swimming, hockey, wrestling, lacrosse, skiing, golf, tennis, baseball, rifle, soccer, and sailing (fall and spring). Varsity and freshman teams are maintained in these sports, giving every undergraduate an opportunity to try out for the sport of his choice. Informal competition is being carried on with other colleges in squash.

INTRAMURAL ATHLETICS: Competition between fraternities is scheduled in softball, touch football, basketball, hockey, track, swimming, sailing, bowling, squash, and volleyball. Undergraduates not actively engaged in intercollegiate sports during a given season are eligible for intramural contests.

OUTDOOR FACILITIES: The outdoor athletic facilities of the College are excellent. Whittier Field is a tract of five acres that is used for football games and outdoor track. It has a grandstand with team rooms beneath it. Pickard Field is a tract of over seventy acres that includes two baseball diamonds; spacious playing fields for lacrosse, soccer, football, touch football, and softball; ten tennis courts; and a field house.

INDOOR FACILITIES: With the completion of a new gymnasium in 1965, the College possesses indoor facilities that are the equal of its outstanding outdoor facilities. The 50,000-square-foot building, connected to the Sargent Gymnasium, contains a modern bas-

ketball court with seats for about 2,500 persons, four visiting team rooms, eleven squash courts, locker room with 500 lockers, shower facilities, modern fully equipped training room, adequate offices for the Director of Athletics and his staff, and other rooms for physical education purposes. Sargent Gymnasium has been altered and renovated to include a wrestling room, weight-training room, two special exercise rooms, and to make it an efficient part of the comprehensive plan. The Hyde Athletic Building, which is attached to the Sargent Gymnasium, includes a cinder track, facilities for field events, a banked board track, and a baseball infield. Completing the athletic facilities are the Curtis Swimming Pool, containing a pool thirty feet by seventy-five feet, and the Arena, which has a refrigerated ice surface eighty-five feet by two hundred feet and seating accommodations for 2,400 spectators.

Career Counseling and Placement

THE College offers assistance to students and graduates in solving the problem of employment, both during their undergraduate courses and afterward. Opportunities for undergraduates to do part-time work at the College or in the community may usually be obtained through the Student Aid Office.

Students are encouraged to register early in their college career and to consult the Director in Banister Hall for vocational counsel and guidance if the work of the Office is to be most effective in placing men upon graduation in the positions for which they are best qualified. The Office assists undergraduates in establishing contacts for summer employment.

The campus career interviews are planned to broaden the student's vocational interest and to aid him in selecting his life's work. Each student should survey his abilities objectively and study the demands of business, the occupations, and the professions in order to assist him in his planning. Students with a definite goal in mind usually approach their work with an earnestness of purpose. While the selection of a career must necessarily be left to the student, it should not be deferred too long or left to chance. The Office has information available to help guide the applicant to an intelligent choice. Extensive literature, including occupational monographs, and recent books on business careers are at the disposal of the students. The candidate's complete undergraduate record—including classroom work, vocational aptitude tests, and extracurricular activities—is used to determine his availability for positions after graduation.

The Office continually expands its contacts with employers, acting as an intermediary for the exchange of vocational information between employers and registrants. Representatives of industry are invited to the campus to confer with students and to discuss not only the qualifications necessary for success in their special fields but to explain the opportunities offered to college men. During the fall a series of business conferences is usually held for the benefit of registrants. The Office cooperates with Alumni Placement Committees and with the Alumni Council sponsors each year a Career Conference. The Alumni Committees broaden the contacts available for registrants. The Office provides the Area Committees with

information necessary for proper classification and counseling of candidates referred to them.

Students planning to enter graduate school should consult with one of the Deans and the chairmen of their major departments. No charge is made for services rendered to candidates or employers.

The Director devotes the major portion of his time to the activities of the Office. He is a member of the Faculty as well as an administrative officer. All correspondence should be addressed to the Director of Career Counseling and Placement, Banister Hall, Bowdoin College, Brunswick, Maine 04011.

BOWDOIN PLACEMENT COMMITTEE CHAIRMEN

Albany, New York	James B. Colton II '31
Augusta, Maine	Willard B. Arnold III '51
Bangor, Maine	Edward M. Stone '48
Boston, Massachusetts	John D. Lawrence '37
Brunswick, Maine	Paul K. Niven '16
Charleston, West Virginia	Robert W. Lancaster '46
Cincinnati, Ohio	John D. Dupuis '29
Cleveland, Ohio	John E. Orr '40
Dallas, Texas	Robert C. Young '51
Denver, Colorado	Oscar Swanson '30
Detroit, Michigan	George O. Cutter '27
Jacksonville, Florida	William B. Mills '29
Lewiston-Auburn, Maine	Stephen D. Trafton '28
Los Angeles, California	William R. Spinney '13
Mexico City, D. F.	Robert C. Hill '32
Millburn, New Jersey	Frank A. St. Clair '21
Minneapolis, Minnesota	Nathan A. Cobb '26
Montreal, Province of Quebec	Charles S. Bradeen '26
New York, New York	Robert C. Bolles '50
Philadelphia, Pennsylvania	Leland W. Hovey '26
Rochester, New York	Norton V. Maloney '35
St. Johnsbury, Vermont	Alden E. Hull '29
San Mateo, California	Donald A. Carman '52
Seattle, Washington	Roswell M. Bond '56
Springfield, Massachusetts	Lawrence E. Dwight '54
Tulsa, Oklahoma	Wallace C. Philoon, Jr. '45
Washington, D. C.	William F. Johnson '30
Worcester, Massachusetts	Paul Sibley '25

Prizes and Distinctions

THE BOWDOIN PRIZE

THE BOWDOIN PRIZE: A fund, now amounting to \$28,485, established as a memorial to William John Curtis, LL.D., of the Class of 1875, by Mrs. Curtis and children. The prize, four-fifths of the total income, is to be awarded "once in each five years to the graduate or former member of the College, or member of its faculty at the time of the award, who shall have made during the period the most distinctive contribution in any field of human endeavor. The prize shall only be awarded to one who shall, in the judgment of the committee of award, be recognized as having won national and not merely local distinction, or who, in the judgment of the committee, is fairly entitled to be so recognized." (1928)

The first award of this prize was made in 1933 to Fred Houdlett Albee, M.D., Sc.D., LL.D., of the Class of 1899. The second award was made in 1938 to Harvey Dow Gibson, LL.D., of the Class of 1902, and Paul Howard Douglas, Ph.D., LL.D., of the Class of 1913. The third award was made in 1948 to Kenneth Charles Morton Sills, L.H.D., LL.D., of the Class of 1901. In 1954 the fourth award was made to Rear Admiral Donald Baxter Macmillan, Sc.D., of the Class of 1898. In 1958 the fifth award was made to Harold Hitz Burton, Jur.D., LL.D., of the Class of 1909. The sixth award was made in 1963 to William Hodding Carter, Jr., Litt.D., L.H.D., LL.D., of the Class of 1927.

UNDERGRADUATE PRIZES

PRIZES IN GENERAL SCHOLARSHIP

BROWN MEMORIAL SCHOLARSHIPS: A fund for the support of four scholarships in Bowdoin College given by the Honorable J. B. Brown, of Portland, in memory of his son, James Olcott Brown, A.M., of the Class of 1856. According to the provisions of this foundation, there will be paid annually the income of one thousand dollars to the best scholar in each undergraduate class who shall have graduated at the High School in Portland after having been a member thereof not less than one year. (1865)

ALMON GOODWIN PRIZE FUND: This fund was established by Mrs. Maud Wilder Goodwin in memory of her husband, Almon Goodwin, of the Class of 1862. The annual income, approximately \$100, is awarded to a Phi Beta Kappa man chosen by vote of the Trustees of the College at the end of the recipient's Junior year. (1906)

GEORGE WOOD McARTHUR PRIZE: A fund bequeathed by Almira L. McArthur, of Saco, in memory of her husband, George Wood McArthur, of the Class of 1893. The annual income, approximately \$170, is awarded as a prize to that member of the graduating class who, coming to Bowdoin as the recipient of a prematriculation scholarship, shall have attained the highest academic standing among such recipients within the class. (1950)

THE LEONARD A. PIERCE MEMORIAL FUND will support a prize to be awarded each year to that member of the graduating class of the College continuing his education in an accredited law school, who has attained the highest scholastic average during his years in college, such prize to be paid to the recipient on his enrollment in law school. (1961)

DEPARTMENTAL PRIZES

SUE WINCHELL BURNETT MUSIC PRIZE: A prize consisting of the annual income of a fund of \$1,096, the gift of Mrs. Rebecca P. Bradley in memory of Mrs. Sue Winchell Burnett. It is awarded upon recommendation of the Department of Music to that member of the Senior Class who has majored in Music and has made the most significant contribution to Music while a student at Bowdoin. If two students make an equally significant contribution, the prize will be divided equally between them. (1963)

CLASS OF 1875 PRIZE IN AMERICAN HISTORY: A prize of approximately \$380 was established by William John Curtis, LL.D., of the Class of 1875, and is awarded to the student who writes the best essay and passes the best examination on some assigned subject in American History. (1901)

COPELAND-GROSS BIOLOGY PRIZE: A prize, named in honor of Professors Emeriti Manton Copeland and Alfred Otto Gross, is given by the Department of Biology to that graduating Senior who has best exemplified the idea of a liberal education during the major program in Biology. (1959)

HANNIBAL HAMLIN EMERY LATIN PRIZE: A prize of approximately \$100 is awarded to a member of the Junior or Senior Class for proficiency in Latin. (1922)

FESSENDEN PRIZE IN GOVERNMENT: A prize of \$25, the gift of Richard Dale, of the Class of 1954, is given by the Department of Government to that graduating Senior who as a government major has made the greatest improvement in his studies in Government, who has been accepted for admission into either law or

graduate school or has been accepted for employment in one of certain Federal services, and who is a United States citizen. (1964)

GOODWIN FRENCH PRIZE: A prize of approximately \$55, the annual income of a fund given by the Reverend Daniel Raynes Goodwin, D.D., of the Class of 1832, is awarded to the best scholar in French. (1890)

NATHAN GOOLD PRIZE: A prize of approximately \$220, the annual income of a fund established by Abba Goold Woolson, of Portland, in memory of her grandfather. It is awarded to that member of the "Senior Class who has, throughout his college course, attained the highest standing in Greek and Latin studies." (1922)

EDWIN HERBERT HALL PHYSICS PRIZE: A prize, named in honor of Edwin Herbert Hall, of the Class of 1875, the discoverer of the Hall Effect, is awarded each year to the best Freshman scholar in the field of Physics. (1953)

EDWARD SANFORD HAMMOND MATHEMATICS PRIZE FUND: Established by former students of Professor Edward S. Hammond, Ph.D., Wing Professor of Mathematics, Emeritus, upon the occasion of his retirement, the income is used for a prize book to be awarded upon recommendation of the faculty of the Mathematics Department to a graduating Senior who is completing with distinction a major in Mathematics. Any balance of the income from the fund may be used to purchase books for the use of the Department of Mathematics. (1963)

SUMNER INCREASE KIMBALL PRIZE: A prize of approximately \$235, the annual income of a fund established by the Honorable Sumner Increase Kimball, Sc.D., of the Class of 1855, is awarded to that member of the Senior Class who has "shown the most ability and originality in the field of the Natural Sciences." (1923)

EATON LEITH FRENCH PRIZE: The annual income of a fund of \$1,000 is awarded to that member of the Junior Class who, by his proficiency and scholarship, achieves outstanding results in the study of French literature. The prize was established in 1962 and endowed in 1966 by James M. Fawcett III, of the Class of 1958, to honor Professor Eaton Leith, A.M., Professor of Romance Languages. (1962)

CHARLES HAROLD LIVINGSTON HONORS PRIZE IN FRENCH: The annual income of a fund of \$1,055 is awarded to encourage independent scholarship in the form of honors theses in French. The fund

was established by former students of Professor Charles Harold Livingston, Ph.D., Longfellow Professor of Romance Languages, upon the occasion of his retirement. (1956)

DONALD AND HARRIET S. MACOMBER PRIZE IN BIOLOGY: A fund of \$5,875 established by Dr. and Mrs. Donald Macomber in appreciation for the many contributions of Bowdoin in the education of members of their family—David H. Macomber '39, Peter B. Macomber '47, Robert A. Zottoli '60, David H. Macomber, Jr. '67, and Steven J. Zottoli '69. The income of the fund is to be awarded annually as a prize to the outstanding student in the Department of Biology. If in the opinion of the Department in any given year there is no student deemed worthy of this award, the award may be withheld and the income for that year added to the principal of the fund. (1967)

PHILIP WESTON MESERVE FUND: A prize of approximately \$50 in memory of Professor Philip Weston Meserve, of the Class of 1911, "to be used preferably to stimulate interest in Chemistry." (1941)

NOYES POLITICAL ECONOMY PRIZE: A prize of approximately \$100 established by Crosby Stuart Noyes, A.M. (Bowdoin, 1887), is awarded to the best scholar in Political Economy. (1897)

THE OLD BROAD BAY PRIZES IN READING GERMAN: The income from a fund of \$1,324 given by Dr. Jasper J. Stahl, of the Class of 1909, of Waldoboro, and by others to be awarded to students who in the judgment of the Department have profited especially from their instruction in German. The fund is established as a living memorial to those remembered and unremembered men and women from the valley of the Rhine who in the eighteenth century founded the first German settlement in Maine at Broad Bay, which is now Waldoboro. (1964)

PRAY ENGLISH PRIZE: A prize of approximately \$110, the annual income of a fund given by Dr. Thomas Jefferson Worcester Pray, of the Class of 1844, is awarded to the best scholar in English Literature and original English Composition. (1889)

SEWALL GREEK PRIZE: A prize of \$25 from the income of a fund given by Professor Jotham Bradbury Sewall, D.D., of the Class of 1848, formerly Professor of Greek in the College, is awarded to the member of the Sophomore Class who sustains the best examination in Greek. (1879)

SEWALL LATIN PRIZE: A prize of \$25 from the income of a fund

also given by Professor Sewall, is awarded to the member of the Sophomore Class who sustains the best examination in Latin.

(1879)

DAVID SEWALL PREMIUM: A prize of approximately \$100 is awarded to a member of the Freshman Class for excellence in English Composition. Entries are due at the last meeting of *English 2*.

(1795)

BERTRAM LOUIS SMITH, JR., PRIZE: A bequest of \$4,059 from Bertram Louis Smith, in memory of his son, a member of the Class of 1903, to encourage excellence of work in English Literature. From this fund a premium of approximately \$345 is awarded by the Department to a member of the Junior Class who has completed two years' work in English Literature. Ordinarily it is awarded to a student majoring in English and performance of major work as well as record in courses is taken into consideration.

(1925)

SMYTH MATHEMATICAL PRIZE: A fund of \$6,952, the gift of Henry Jewett Furber, of the Class of 1861, named by him in honor of Professor William Smyth. Three hundred dollars, the income of the fund, is given to that student in each Sophomore Class who obtains the highest rank in the mathematical studies of the first two years. The rank is determined mainly by the daily recitations, but the Faculty may in its discretion order a special examination, the result of which will be combined with the recitation rank. The successful candidate receives one-third of the prize at the time the award is made. The remaining two-thirds is paid to him in installments at the close of each term during Junior and Senior years. If a vacancy occurs during those years, the next in rank secures the benefit of the prize for the remainder of the time.

(1876)

LEA RUTH THUMIM BIBLICAL LITERATURE PRIZE: A prize consisting of the annual income of a fund given by Carl Thumim in memory of his wife, Lea Ruth Thumim, is awarded each year by the Department of Religion to the best scholar in Biblical Literature.

(1959)

PRIZES IN DEBATING AND SPEAKING

EDGAR OAKES ACHORN PRIZE FUND: The income of this fund is distributed as prizes to the winning team in an annual debate between members of the Freshman and Sophomore Classes. First prize, approximately \$60; Second prize, approximately \$40. (1932)

ALEXANDER PRIZE FUND: This fund was established by the Honorable DeAlva Stanwood Alexander, LL.D., of the Class of 1870, and furnishes two prizes, three-fifths and two-fifths of the annual in-

come for excellence in select declamation. Competition is open to Freshmen, Sophomores, and Juniors. First prize, approximately \$75; Second prize, approximately \$50. (1905)

BRADBURY DEBATING PRIZE: The annual income of a fund given by the Honorable James Ware Bradbury, LL.D., of the Class of 1825, is awarded for excellence in debating. First team, approximately \$120; Second team, approximately \$60. (1901)

CLASS OF 1868 PRIZE: Beginning with the year 1966-1967, this prize of approximately \$90, the annual income of a fund contributed by the Class of 1868, is awarded to the author of the second-best Commencement Part. (1868)

HILAND LOCKWOOD FAIRBANKS PRIZE FUND: This fund was established by Captain Henry Nathaniel Fairbanks, of Bangor, in memory of his son, Hiland Lockwood Fairbanks, of the Class of 1895. Of the annual income, approximately \$200, one-half is awarded as a single prize of approximately \$50 for excellence in both advanced public speaking (*English* 5) and in debate (*English* 6), and the remaining one-half, in a two-to-one ratio, is to be awarded as first and second prizes to the two outstanding students in the Fall Semester of *English* 4. (1909)

GOODWIN COMMENCEMENT PRIZE: Established by the Reverend Daniel Raynes Goodwin, D.D., of the Class of 1832, a prize of \$200 is awarded to the author of the best Commencement Part. (1882)

WILMOT BROOKINGS MITCHELL DEBATE TROPHY: This trophy, presented by an anonymous donor, is to be inscribed annually with the winner of a competition among the undergraduate groups and awarded to that group which has won three annual competitions. (1953)

STANLEY PLUMMER PRIZES: Of the annual income of approximately \$100 of a fund established by Stanley Plummer, of the Class of 1867, first and second prizes, in a two-to-one ratio, will be awarded to the two outstanding students in the Spring Semester of *English* 4.

ESSAY PRIZES

PHILO SHERMAN BENNETT PRIZE FUND: This fund was established by the Honorable William Jennings Bryan from trust funds of the estate of Philo Sherman Bennett, of New Haven, Connecticut. The proceeds are used for a prize of approximately \$50 for the best essay discussing the principles of free government. Competition is open to Juniors and Seniors. (1905)

BROWN COMPOSITION PRIZES: Two prizes of approximately \$70 and \$50, the annual income of a fund established by Philip Greely Brown, of the Class of 1877, in memory of Philip Henry Brown, Esq., of the Class of 1851, are offered to members of the Senior Class for excellence in Extemporaneous English Composition. (1874)

HORACE LORD PIPER PRIZE: A prize of approximately \$120 was established by the Honorable Sumner Increase Kimball, Sc.D., of the Class of 1855, in memory of Major Horace Lord Piper, of the Class of 1863. It is awarded to that member of the Sophomore Class who presents the best "original paper on the subject calculated to promote the attainment and maintenance of peace throughout the world, or on some other subject devoted to the welfare of humanity." (1923)

PRIZES IN CREATIVE ARTS

BOWDOIN ORIENT PRIZES: Six cash prizes are offered by the Bowdoin Publishing Company to be awarded each spring to those Junior members of *The Bowdoin Orient* Staff who have made the most significant contribution to the various departments of the *Orient* in the preceding volume. (1948)

ABRAHAM GOLDBERG PRIZE: A prize of \$10, from a bequest of Abraham Goldberg, is awarded annually to that member of the Senior Class who, in the opinion of a faculty committee of which the Director of Dramatics is chairman, has shown, in plays presented at the College during the two years preceding the date of award, the most skill in the art of designing or directing. (1960)

HAWTHORNE PRIZE: The income of a fund given in memory of Professor Robert Peter Tristram Coffin, B.Litt.(Oxon.), Litt.D., of the Class of 1915, and in memory of the original founders of the Hawthorne Prize: Nora Archibald Smith and Mrs. George C. Riggs (Kate Douglas Wiggin), Litt.D. It is awarded each year to the author of the best short story. The competition is open to members of the Sophomore, Junior, and Senior Classes. (1903)

MASQUE AND GOWN FIGURINE: A figurine, "The Prologue," carved by Gregory Wiggin, is presented annually to the author of the prize-winning play in the One-Act Play Contest, and held by him until the following contest. (1937)

MASQUE AND GOWN ONE-ACT PLAY PRIZES: Cash prizes of \$25 and \$15 are awarded annually for the best and second-best plays written and produced by undergraduates. Prizes of \$10 each for acting, directing, and design in the competing plays have been added. (1934)

ALICE MERRILL MITCHELL PRIZE: A prize of approximately \$125, given by Professor Wilmot Brookings Mitchell, L.H.D., Litt.D., of the Class of 1890, in memory of his wife, Alice Merrill Mitchell, is awarded annually to that member of the Senior Class who, in the opinion of a faculty committee of which the Director of Dramatics is chairman, has shown, in plays presented at the College during the two years preceding the date of award, the most skill in the art of acting. (1951)

POETRY PRIZE: A prize of \$15 is given each Semester for the best poem on Bowdoin written by an undergraduate. (1926)

THE GEORGE H. QUINBY AWARD: Established in honor of "Pat" Quinby, for thirty-one years Director of Dramatics at Bowdoin College, by his former students and friends in Masque and Gown, the award is presented annually to the first-year member of Masque and Gown who makes an outstanding contribution through his interest and participation in Masque and Gown productions. The recipient is selected by the Director of Dramatics, the Theater technician, and the President of Masque and Gown. (1967)

FORBES RICKARD, JR., POETRY PRIZE: A prize of approximately \$45, the annual income of a fund given by a group of alumni of the Alpha Delta Phi Fraternity at the College in memory of Forbes Rickard, Jr., of the Class of 1917, who lost his life in the service of his country, is awarded to the undergraduate writing the best poem. (1919)

MARY B. SINKINSON SHORT STORY PRIZE: A prize of approximately \$110, the annual income of a fund established by John Hudson Sinkinson, of the Class of 1902, in memory of his wife, Mary Burnett Sinkinson, is awarded each year for the best short story written by a member of the Junior or Senior Class. (1961)

AWARDS FOR CHARACTER AND LEADERSHIP

LESLIE A. CLAFF TRACK TROPHY: A trophy presented by Leslie A. Claff, of the Class of 1926, to be awarded "at the conclusion of the competitive year to the outstanding performer in track and field athletics who, in the opinion of the Dean, the Director of Athletics, and the Track Coach, has demonstrated outstanding ability accompanied with those qualities of character and sportsmanship consistent with the aim of intercollegiate athletics in its role in higher education." (1961)

FRANCIS S. DANE BASEBALL TROPHY: A trophy presented to the College by friends and members of the family of Francis S. Dane,

of the Class of 1896, is awarded each spring "to that member of the varsity baseball squad who, in the opinion of a committee made up of the Dean of the College, the Director of Athletics, and the Coach of Baseball, best exemplifies high qualities of character, sportsmanship, and enthusiasm for the game of baseball." (1965)

ANDREW ALLISON HALDANE CUP: A cup given by fellow officers in the Pacific in memory of Captain Andrew Allison Haldane, USMCR, of the Class of 1941, awarded to a member of the Senior Class who has outstanding qualities of leadership and character. (1945)

LUCIEN HOWE PRIZE: A fund of \$5,074 given by Lucien Howe, M.D., Sc.D., of the Class of 1870. Fifty dollars from the income is "awarded by the Faculty to that member of the Senior Class who, during his college course, by example and influence has shown the highest qualities of gentlemanly conduct and character, the award to be either in cash or in the form of a medal, according to the wish of the recipient." The remainder is expended by the President to improve the social life of the undergraduates. (1920)

WINSLOW R. HOWLAND FOOTBALL TROPHY: A trophy presented to the College by friends of the late Winslow R. Howland, of the Class of 1929, is awarded each year to that member of the varsity football team who has made the most marked improvement on the field of play during the football season, and who has shown the qualities of cooperation, aggressiveness, enthusiasm for the game, and fine sportsmanship so characteristic of Winslow Howland. (1959)

ELMER LONGLEY HUTCHINSON CUP: A cup given by the Chi Psi Fraternity at the College in memory of Elmer Longley Hutchinson, of the Class of 1935, is awarded annually to a member of the varsity track squad for high conduct both on and off the field of sport. (1939)

GEORGE LEVINE MEMORIAL SOCCER TROPHY: A trophy presented by Lt. Benjamin Levine, Coach of Soccer, 1958, is awarded to that member of the varsity soccer team exemplifying the traits of sportsmanship, valor, and desire. (1958)

ROBERT B. MILLER TROPHY: A trophy, given by former Bowdoin swimmers, honoring the late Robert B. Miller, Coach of Swimming, is awarded annually "to the Senior who, in the opinion of the coach, is the outstanding swimmer on the basis of his contribution to the sport." Winners will have their names inscribed on the trophy and will be presented with bronze figurines of swimmers. (1962)

HUGH MUNRO, JR., MEMORIAL TROPHY: A trophy given by his family in memory of Hugh Munro, Jr., of the Class of 1941, who lost his life in the service of his country. It is inscribed each year with the name of that member of the Bowdoin varsity hockey team who best exemplifies the qualities of loyalty and courage which characterize the life of Hugh Munro, Jr. (1946)

PAUL NIXON BASKETBALL TROPHY: Given to the College by an anonymous donor, and named in memory of Dean Paul Nixon, LL.D., L.H.D., in recognition of his interest in competitive athletics and sportsmanship, this trophy is inscribed each year with the name of the member of the Bowdoin varsity basketball team who has made the most valuable contribution to this team through his qualities of leadership and sportsmanship. (1959)

COL. WILLIAM HENRY OWEN PREMIUM: An award of approximately \$55, the income of a fund established by Frederick Wooster Owen, M.D., in memory of his brother, Col. William Henry Owen, A.M., of the Class of 1851, is awarded at Commencement "to some graduating student recognized by his fellows as a humble, earnest, and active Christian." (1916)

WALLACE C. PHILOON TROPHY: Given by Wallace Copeland Philoon, M.S., Major General, U.S.A. (Retired), of the Class of 1905, this trophy is awarded each year to a nonletter winner of the current season who has made an outstanding contribution to the football team. The award is made to a man who has been faithful in attendance and training and has given his best efforts throughout the season. (1960)

WILLIAM J. REARDON MEMORIAL FOOTBALL TROPHY: A replica of this trophy, which was given to the College by the family and friends of William J. Reardon, of the Class of 1950, is presented each year to a Senior on the varsity football team who has made an outstanding contribution to his team and his college as a man of honor, courage, and ability, the qualities which William J. Reardon exemplified at Bowdoin College on the campus and on the football field. (1958)

FRANKLIN DELANO ROOSEVELT CUP: A cup, furnished by the Alpha Delta Phi Fraternity at the College, to be inscribed annually with the name of that member of the three lower classes whose vision, humanity, and courage most contribute to making Bowdoin a better college. (1945)

PRIZES IN EXTRACURRICULAR ACTIVITIES AND SCHOLARSHIP

JAMES BOWDOIN CUP: This cup, given by the Alpha Rho Upsilon Fraternity, is awarded annually on James Bowdoin Day to the student who in his previous college year has won a varsity letter in active competition and has made the highest scholastic average among the students receiving varsity letters. In case two or more students should have equal records, the award shall go to the one having the best scholastic record during his college course. The name of the recipient is to be engraved on the cup and the cup retained for the following year by that college group (fraternity or nonfraternity) of which the recipient is a member. (1947)

ORREN CHALMER HORMELL CUP: A cup, given by the Sigma Nu Fraternity at the College, in honor of Orren Chalmer Hormell, Ph.D., D.C.L., DeAlva Stanwood Alexander Professor of Government, Emeritus, is awarded each year to a Sophomore who, as a Freshman, competed in Freshman athletic competition as a regular member of a team, and who has achieved outstanding scholastic honors. A plaque inscribed with the names of all of the cup winners is kept on display. (1949)

ROLISTON G. WOODBURY AWARD: A prize given annually by the Textile Veterans Association to honor the contributions of Roliston G. Woodbury, of the Class of 1922 and a member of the Board of Overseers, to the textile industry. It consists of a \$50 U. S. Savings Bond and a bronze medallion and is awarded to a student on the basis of scholarship, leadership, and extracurricular activities. (1963)

MILITARY PRIZES

THE GENERAL PHILOON TROPHY: A cup given by Wallace Copeland Philoon, M.S., Major General, U.S.A. (Retired), of the Class of 1905, is awarded each autumn to that member of the Senior Class who has made the best record at the summer camp of the ROTC. (1951)

THE PERSHING-PRESNELL SWORD: A sword presented in honor of General John J. Pershing to Major John Finzer Presnell, Jr., '36, as the First Captain of the Class of 1940 at the United States Military Academy. Following the death of Major Presnell in the Second World War, his parents gave the sword to Bowdoin College. The Pershing-Presnell Sword is assigned to the Cadet Colonel commanding the Bowdoin College Battle Group, Reserve Officers' Training Corps, and the shield bearing the sword is inscribed with his name. (1951)

MISCELLANEOUS PRIZES

ABRAXAS AWARD: A plaque is awarded to the school sending three or more graduates to the College, whose representatives maintain the highest standing in the Fall Semester of Freshman year. This award, established in 1915 by the Abraxas Society, is now given by the Student Council. (1915)

STUDENT COUNCIL CUP: A cup, formerly called the "Friar's Cup" and now given by the Student Council, is awarded at the conclusion of each Semester to that fraternity which has attained the highest academic standing during the Semester. (1911)

HARVEY DOW GIBSON MEMORIAL TROPHY: A cup in memory of Harvey Dow Gibson, LL.D., of the Class of 1902, is given by the Bowdoin chapter of the Theta Delta Chi Fraternity. It is awarded each fall to that fraternity which has shown the greatest improvement in its scholastic standing during the previous academic year. (1951)

THE PEUCINIAN CUP: A cup, in honor of the Peucinian Society, Bowdoin's first literary-social club (1805), is given by the alumni of Bowdoin fraternity chapters and awarded each February and June to the fraternity whose Freshman delegation achieves the highest academic standing for the previous Semester. (1938)

PHI BETA KAPPA

The Phi Beta Kappa Society, national honorary fraternity for the recognition and promotion of scholarship, was founded at the College of William and Mary in 1776. The Bowdoin Chapter (Alpha of Maine), the sixth in order of establishment, was founded in 1825.

Election to the Society is on the basis of scholarly achievement, in estimating which, consideration is given primarily to grades in courses, secondarily (at graduation) to departmental honors. Elections may be held twice a year—in February and June. Candidates must have completed twenty-four semester units for college credit.

JAMES BOWDOIN DAY

Named in honor of the earliest patron of the College, James Bowdoin Day was instituted in 1941 to accord recognition to those undergraduates who distinguish themselves in scholarship. At a convocation of the entire college, the exercises consist of the announcement of awards, the presentation of books, a response by an undergraduate, and an address.

The James Bowdoin Scholarships, carrying no stipend, are awarded to undergraduates who have completed two semesters' work, in recognition of high scholarship in their courses to date.

A book, bearing a replica of the early college bookplate serving to distinguish the James Bowdoin Collection in the Library, is presented to every undergraduate who has carried a full course program and has received a grade of High Honors in each of his courses during the last academic year.

THE FACULTY DEVELOPMENT FUND

This fund, now amounting to approximately \$202,700, was established by Charles Austin Cary, LL.D., of the Class of 1910. The income from the fund is expended each year "for such purpose or purposes, to be recommended by the President and approved by the Governing Boards, as shall be deemed to be most effective in maintaining the caliber of the Faculty." These purposes may include, but not be limited to, support of individual research grants, or productive use of sabbatical leaves, added compensation for individual merit or distinguished accomplishment, and other incentives to encourage individual development of teaching capacity, and improvement of faculty salaries.

FACULTY RESEARCH FUND

This fund, founded by the Class of 1928 on the occasion of its twenty-fifth anniversary, is open to additions from other classes and individuals. The interest from the Fund is used to help finance research projects carried on by members of the Faculty.

SUMNER TUCKER PIKE FUND

This fund was established by an anonymous donor in 1966 in recognition of the many significant services to the country and to the College of Sumner T. Pike, LL.D., of the Class of 1913, the fund to be used in accordance with the wishes of the donor that "the principal and/or income of this fund be applied at the discretion of the President of Bowdoin College, preference to be given to support of research and/or publications of studies in the social sciences (including history)."

UNDERGRADUATE RESEARCH ASSISTANCE

THE UNDERGRADUATE RESEARCH FELLOWSHIP PROGRAM

The Undergraduate Research Fellowship Program was established by the Governing Boards upon the recommendation of the

Faculty in June, 1959. Under this program, ten fellowships may be awarded annually to highly qualified Seniors. Each Fellow will participate, under the direction of a faculty member, in a research project in which that faculty member is independently interested.

The purpose of the program is to engage the Fellow directly and responsibly in a serious attempt to extend man's knowledge in his field of interest and competence. Each project to which a Fellow is assigned must therefore justify itself independently of the program as a potential contribution to knowledge, and the Fellow is expected to be an actual participant in the research and not, for example, a mere observer or helper. The nature of the project will differ from discipline to discipline, but all should give the Fellow first-hand acquaintance with productive scholarly work. Should the results of the research be published, the faculty member in charge of the work will acknowledge the contribution of the Fellow and of the program; and in some instances it may be appropriate that the Fellow be named as coauthor of the publication.

The Fellows will be chosen each spring for the following academic year. Awards will be made on the basis of the candidate's academic record and departmental recommendation, his particular interests and competence, and the availability at the College of a research project commensurate with his talents and training. Acceptance of a Fellowship does not preclude working for Honors. Since the aim of the program is to give special training to especially gifted students, the financial need of a candidate will not enter into the awarding of the Fellowships; but Fellows are obligated to refrain from all other part-time employment during the academic year.

LIST OF FELLOWS AND PROJECTS: 1968-1969

Biology

Barry D. Chandler '69, "Coupling Between Different Ion Fluxes Across the Mitochondrial Membrane" (with Professor John L. Howland).

Michael T. Webb '69, "Behavioral Relationships of Asymmetry in the Mauthner Neurones of Fishes" (with Professor James M. Moulton).

Steven J. Zottoli '69, "Neurological Changes in the Auditory Pathway in Conditioned Goldfish" (with Professor James M. Moulton).

Chemistry

William K. Moberg '69, "An Investigation of the Constituents of the Poison Glands of *Ambystoma Maculatum*" (with Professor Dana W. Mayo).

Charles E. Whitten '69, "The Synthesis and Chemical Properties of Substituted Cobalticinium Ions" (with Professor John E. Sheats).

Economics

Paul R. Gauron '69, "Determinants of Financial Viability in U.S. Railroads" (with Professor William D. Shipman).

Geology

Roger C. Best '69, "Origin of Reversed Compositional Trends in the Alfred Complex, York County, Maine" (with Professor Arthur M. Hussey II).

Government

Peter S. Matorin '69, "Small Town Politics" (with Professor Douglas M. Fox).

History

Harvey M. Prager '69, "Studies in the Composition and Objectives of Mass Movements in Pre-Industrial England" (with Professor Roger Howell, Jr.).

Physics

Bengt-Arne Wickstrom '69, "Bound and Free Electrons in Noble Metals" (with Professor Myron A. Jeppesen).

THE ALFRED O. GROSS FUND

This fund, established by Alfred Otto Gross, Ph.D., Sc.D., Josiah Little Professor of Natural Science, Emeritus, and members of his family, is designed to assist worthy students in doing special work in biology, preferably ornithology. Income from the fund may be used for such projects as research on Kent Island, travel to a given region or library for particular work, purchase of special apparatus, attendance at an ornithological congress or other scholarly gatherings, and publication of the results of research. Although the fund is administered by Bowdoin College, assistance from the fund is not limited to Bowdoin students.

BOWDOIN FATHERS ASSOCIATION FUND

A fund of \$300, an annual gift of the Bowdoin Fathers Association, is awarded under direction of the President of the College to undergraduates or graduates to enable the recipients to participate in summer research or advanced study directed towards their major field or life work. In 1968 the recipient of this award was Timothy O. Devlin '69.

Degrees Conferred in August, 1967

MASTER OF ARTS

Joseph Francis Aieta
Carol Jean Baugher
Joyce Pagurko Brown
Joseph Dennis Carney
William Porter Cockburn
Donald Walter Daniels
Thomas Allan DeGray
Walter Lanoville Elliott
Joan Martha Finucci
Joan Margaret Gell
Laurence John Glynn
Judith Magyar Isaacson
Philip Walter O'Neil
Peter Alan Paige
Roberta Beth Neiman Segal
Mary Clement Sharrow, O.S.M.
Don Eugene Springer
Lorenz Neil Steinbrecher
Jesse Vise, Jr.

Degrees Conferred in June, 1968

BACHELOR OF ARTS

Charles Franklin Adams III	*Robert Lawrence Bell, Jr.
Kenneth Duane Anderson	Richard Francis Benedetto
Roger Nelson Austin	†Richard Palmer Berry, Jr.
Noel Earland Bailey	Stephen Andrew Bickford
Howard Richman Barnhart	James Henry Bishop
Thomas Brent Beaman	David Chase Bittenbender
William Carl Bechtold	*Neal Gerald Bornstein
Warren Irving Beckwith, Jr.	William Stuart Botwick
William Beeson III '56	Douglas Williams Brown

Russell Pickard Brown	Robert Ray Geddes '67
Robert Arthur Buchanan	§James Wyman Georgitis
Spencer Lamont Butterfield	James Stanton Gessner
Jeffrey Steven Cantor	John Robert Getsinger
Cornelius William Caruso, Jr.	Charles George Gianaris II
Robert Chandler	Robert James Giard
Michael Rand Charles	James Edward Gillen '67
†David Daniel Chotkowski '67	Martin Alan Glazer
*James Alan Cogswell	James Richard Goldfarb
George Churchill Collier III	Ira Joel Gordon
Robert Crimmins Corey	Douglas Gustave Green
*Brent Alan Corson	Kenneth Richard Green
David James Costello	Steven Alan Gross
Theodore Michael Cronin	*Elliot Hacker
Rupert Baxter Crouch	Christopher Howard Hanks
Harvey MacLean Davis	Robert Edward Harrington '65
Donald William Day, Jr.	Nathaniel Beach Harrison
John Robert Delano	Willard Russell Hatch
Fal Franklin de Saint Phalle	Robert Leeson Hawk
John Laing Despres	Brian Carey Hawkins '67
Christopher Cunningham	Peter Francis Hayes
Donahue	Robert Edward Hayes, Jr.
David Gower Doughty, Jr.	Charles Nield Head
*Bruce Robert Douglas	David Joseph Himmelstein
*Robert Frederick Drake	David Alan Hindson
James Williar Dunlaevy	John Larry Hoke
John Forrest Dyer	Peter Hoyt Holmes
Timothy Charles Eberhardt	David Huels '67
David Peter Edgecomb	John Loeb Isaacs
*Robert Clifford Erikson	Albert Sarkis Janjigian
Scott Allen Farnum	Gerald Earle Jellison, Jr.
Carroy Ugene Ferguson	Frank Robert Jenkins
*Eugene Ferraro	Egon Peter Jensen, Jr.
Donald Carmine Ferro	Paul Roy Johnson
Alan Marvin Fink	Gordon Keith Jonas
Edward James Finsilver	Robert Lincoln Jones '67
Edward Marc Fishman	Steven Zane Kaplan
Gordon Alfred Flint	Paul Herbert Karlsson
Garret Baxter Fredericks	John Geoffrey Keating
*Chester Robert Freeman	Erle Ransom Kelley
Jon Richards Fuller	David Lloyd Kimport
Dana Taylor Gallup	Thomas Michael Kosmo
Marc Bennett Garnick	Walter David Kubiak, Jr. '66

John Howard LaChance	Jonathan Duane Polisner
Robert Fillmore Lakin	Alan Albert Pollock
Alan Rudolf Lassila	Stephen Mackintosh Pulsifer
James Richard LeBlanc	Daniel Alexander Quincy
Michael Ross Leonard	Ralph Horton Quinn
Robert Ernest Levasseur '67	Roger Walter Raffetto
Donald Stanley Levi	John Morgan Ramistella
Douglas William Lister	Robert Ephraim Belcher
Leonard Bruce Locke	Randall
James William Holtman Lyon	Charles Richard Read
Robert David Macallister	§ John Mayo Rector, Jr.
Nicholas Stillwell McConnell	Herman Simon Rettman
*Dennis Evan McCowan	Michael Frank Rice
*Douglas Edward Macdonald	Jeffrey Codet Richards
William Russell McMullen	*Gary Benjamin Roberts
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David John Mather	Jonathan Woodman Ross
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William Carpenter Miles	Thomas Carlton Rounds
Kenneth Francis Milici	Ellsworth Turner Rundlett III
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* Thomas Meister Watson	Robert Eugene Yaw II
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John Aldrich Whipple	

* Commissioned Second Lieutenant, United States Army Reserve, June 1968.

† Commissioned Ensign, United States Naval Reserve, June 1968.

‡ Commissioned Second Lieutenant, United States Army Reserve, September 1967.

§ Commissioned Second Lieutenant, Regular Army of the United States, June 1968.

|| Bowdoin-Massachusetts Institute of Technology Two-Degree Plan.

¶ To be commissioned Second Lieutenant, United States Army Reserve, upon completion of 1968 Army ROTC Summer Camp.

* * Bowdoin-California Institute of Technology Three-Two Plan.

MASTER OF ARTS

Stephen Cromwell Chandler	Lucius Manlius Sargent, Jr.
James Harder Faux	Richard Kilday Todd
Alan Walter Holz	Frederick Kingsbury Trask III
Roger MacMonagle Phillips	Robert Joe Ulrey

RECIPIENTS OF HONORARY DEGREES

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Theodore Meyer Greene

Doctor of Laws

James Stacy Coles
William Chapman Foster
John William Gardner
John Coleman Pickard
Leon Howard Sullivan

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Marguerite Yourcenar

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James Stanton Gessner	Gary Benjamin Roberts
Charles George Gianaris II	Richard Burnham Spear
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Peter Francis Hayes	William Edward Strauss
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Steven Zane Kaplan	Robert Eugene Timberlake, Jr.
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	Kenneth Russell Walters

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HONORS IN SUBJECTS AND TITLES OF THESES

ART: *High Honors*, William Russell McMullen, *The Human Role in Art*.

BIOLOGY: *High Honors*, Edward James Finsilver, *Amino Acid Transport Across the Mitochondrial Membrane*.

Marc Bennett Garnick, *The Corneal Wound Healing Process*.

Robert Eugene Timberlake, Jr., *A Study of Energy Metabolism in Rat Liver Mitochondria*.

Honors, Howard Richman Barnhart, *In Vitro Propagation of Rat Macrophages*.

Steven Alan Gross, *Mammalian Cytochrome Oxidase*.

William Edward Strauss, *A Comparative Study of the Morphologies of Amia, Polypterus and Protopterus*.

Reed Alan Winston, *Observations on Gonad Morphology and Gametogenesis in Thais lapillus*.

CHEMISTRY: *High Honors*, Thomas Carlton Rounds, *Spectroscopic Studies of Internal Rotation in 1,2-Disubstituted ethanes*.

Honors, Richard Joseph Taylor, *Derivatives of 1,1'-Dichlorocarbonylcobalticinium Hexafluorophosphate*.

ECONOMICS: *Honors*, Noel Earland Bailey, *A Benefit-Cost Analysis of Project Upward Bound*.

ENGLISH: *Honors*, Douglas Gustave Green, *The Poetry of Algernon Charles Swinburne*.

James William Holtman Lyon, *Stylistic Tendencies in Pre-Raphaelite Painting and Poetry*.

Mark Robert Tilghman Pettit, Jr., *Darkly and Then Face-to-Face*.

FRENCH: *High Honors*, Douglas William Lister, *Aimé Césaire et l'humanisme noir*.

Alan Albert Pollock, *Raymond Queneau et les modifications de l'esthétique surréaliste*.

Honors, John David Williams, *Jules Laforgue and the Search for Meaning in an Ephemeral World*.

GERMAN: *Highest Honors*, Michael Carleton Morris, *Thomas Mann's Doktor Faustus*.

Honors, Herman Simon Rettman, *A Comparison of Hugo von Hofmannsthal's Das Salzburger Grosse Welttheater and Der Turm with Pedro Calderon de la Barca's Gran Teatro del Mundo and La Vida es Susño*.

GOVERNMENT: *Highest Honors*, Peter Francis Hayes, *The Tanzanian Experiment: Democratic Nation-building with a Socialist One-Party State*.

Honors, John Howard LaChance, *Jean-Paul Sartre: A Study in the Development of a Political Philosophy*.

Robert Fillmore Lakin, *The Military in Brazil*.

Nicholas Stillwell McConnell, *Cybernation and the American Society*.

Stephen Clifford Norris, *The Opportunity of Challenge: Sources and Characteristics of American Responses to Tensions Within the Atlantic Alliance*.

Paul Brian Ross, *The Meaning of Planning in the State of Maine*.

GREEK: *Highest Honors*, Kenneth Russell Walters, *Commentary to Bion*.

HISTORY: *Highest Honors*, Richard Burnham Spear, *Bishop James Pilkington of Durham: A Puritan Prelate and the Early Elizabethan Church*.

High Honors: Gary Benjamin Roberts, *The Free Churches in Germany under National Socialism*.

Bailey Stillman Stone, *Robespierre of the Terror: Character in the Crucible*.

Honors, Eugene Ferraro, *Racial Relations in the American Western Film, 1950-1967: A Personal Statement*.

Martin Alan Glazer, *Laisser-Faire as British Theory and Policy, 1776-1931*.

Erle Ransom Kelley, *Popham Colony: England's Initial Attempt to Colonize New England*.

MATHEMATICS: *High Honors*, Christopher Howard Hanks, *The Decomposition of Noetherian Modules and Three Theorems in Ideal Theory*.

David Lloyd Kimport, *Irreducible Unitary Representations of $SL(2, F)$, F a Finite Field*.

Honors, James Stanton Gessner, *An Introduction to Finite Automata and Turing Machines*.

John Morgan Ramistella, *When a Mob is a Topological Group*.

PHILOSOPHY: *Honors*, Ralph Horton Quinn, *A Study in Neoplatonism, with Special Attention to the Philosophy of Plotinus and the Thought and Work of Michelangelo Buonarroti*.

PHYSICS: *High Honors*, Gerald Earle Jellison, Jr., *Lateral Vibrations of a Free-Pivoted-Free Loaded Bar*.

Honors, Stephen Andrew Bickford, *A Study of Magnetic Stars*.

James Henry Bishop, *Investigations of Holographic Zone Plates*.

PSYCHOLOGY: *High Honors*, Thomas Brent Beaman, *Reinforcement of Verbal Prosocial and Aggressive Responses: A Test of Learning and Psychoanalytical Theories of Catharsis*.

Alan Marvin Fink, *The Classical Conditioning of a Verbal Response*.

Gary Alan Taylor, *Experiments in the Classical Conditioning of Voluntary and Reflexive Responses*.

Honors, Scott Allen Farnum, *Acoustical Similarity and Recall Probability in Short-Term Memory*.

Carroy Ugene Ferguson, *A Measure of Sensitivity as a Function of Stimulus Frequency Using the Theory of Signal Detectability*.

John Stevenson Mogabgab, *The Effect of Reinforcement History and Task Variable Difficulty on Resistance to Extinction in Problem-solving*.

Robert Franklin Seibel, *Imprinting in Domestic Chicks*.

Dana Richard Wilson, *The Role of Movement Parallax in Depth Perception on the Visual Cliff*.

SOCIOLOGY: *High Honors*, Edward Marc Fishman, *Morale and Its Components: An Exploratory Study of Two New England Shoe Factories*.

Robert Bruce Patterson, Jr., *Poland Spring Job Corps Center: A Study of Program Effectiveness and Enrollee Attitude*.

Mark Joel WinKeller, *Integration and Public Education: An Exploratory Study*.

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ROCKEFELLER BROTHERS THEOLOGICAL FELLOWSHIP: John Stevenson Mogabgab.

ALTERNATE COMMENCEMENT SPEAKER: Bailey Stillman Stone.

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CLASS OF 1868 PRIZE: (For 1969) To be awarded at the Commencement Dinner. (For 1968) Richard Burnham Spear.

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GEORGE WOOD McARTHUR PRIZE: Kenneth Russell Walters.

LEONARD A. PIERCE MEMORIAL PRIZE: Steven Zane Kaplan.

ANDREW ALLISON HALDANE CUP: (For 1969) To be awarded at the Commencement Dinner. (For 1968) Douglas Williams Brown.

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COL. WILLIAM HENRY OWEN PREMIUM: Gary Benjamin Roberts.

FRANKLIN DELANO ROOSEVELT CUP: Virgil Howard Logan, Jr. '69.

CLASS MARSHAL: Thomas Michael Kosmo.

LEA RUTH THUMIM BIBLICAL LITERATURE PRIZE: Gary Benjamin Roberts.

COPELAND-GROSS BIOLOGY PRIZE: Marc Bennett Garnick.

DONALD AND HARRIET S. MACOMBER PRIZE IN BIOLOGY: Reed Alan Winston.

AMERICAN INSTITUTE OF CHEMISTS—STUDENT MEDAL: Thomas Carlton Rounds.

MERCK INDEX AWARD: Robert Emmett Wehmann

PHILIP W. MESERVE PRIZE IN CHEMISTRY: Kenneth R. Walton '69.

UNDERGRADUATE AWARD IN ANALYTICAL CHEMISTRY: Kenneth R. Walton '69.

NATHAN GOOLD CLASSICS PRIZE: Kenneth Russell Walters.

NOYES POLITICAL ECONOMY PRIZE: Noel Earland Bailey.

ACADEMY OF AMERICAN POETS' PRIZE: Timothy O. Devlin '69.

BROWN EXTEMPORANEOUS ENGLISH COMPOSITION PRIZES: 1st: Paul Herbert Karlsson; 2nd: Michael Carleton Morris.

HAWTHORNE PRIZE: Mwindaace Nkongwa Siamwiza '69.

POETRY PRIZE: Morton Gilmore Soule.

PRAY ENGLISH PRIZE: James William Holtman Lyon.

DAVID SEWALL PREMIUM IN ENGLISH COMPOSITION: Patrick Joseph McDonald '71.

FORBES RICKARD, JR., POETRY PRIZE: Douglas Gustave Green.

MARY B. SINKINSON SHORT STORY PRIZE: Douglas Gustave Green.

BERTRAM LOUIS SMITH, JR., PRIZE IN ENGLISH LITERATURE: Richard Alan Parmenter '69.

EDGAR O. ACHORN DEBATING PRIZES: 1st: George Steven Isaacson '70, Jeff Douglas Emerson '70; 2nd: Clark Thomas Irwin, Jr. '70, Bruce Edward Cain '70.

DEALVA STANWOOD ALEXANDER DECLAMATION PRIZES: 1st: Robert Emmel Ives '69; 2nd: Bruce Row Brown, Jr. '71.

BRADBURY DEBATING PRIZES: 1st Award: Jeff Douglas Emerson '70, George Steven Isaacson '70; 2nd Award: John Howard LaChance, Gary Benjamin Roberts.

HILAND LOCKWOOD FAIRBANKS PRIZES IN PUBLIC SPEAKING: (*English 4*) 1st: Harvey Ira Bell '71, 2nd: Frederic Colby Whitcomb '71; (*English 5*) 1st: Timothy Gordon Rogers '69, 2nd: Clark Thomas Irwin, Jr. '70; (*English 6*) 1st: Clark Thomas Irwin, Jr. '70, 2nd: William Edward Wainer '70.

WILMOT BROOKINGS MITCHELL DEBATE TROPHY: Delta Sigma Fraternity.

STANLEY PLUMMER PRIZES IN PUBLIC SPEAKING: (*English 4*) 1st: Eldridge Butler '71, 2nd: Roland Beaudoin '71.

GOODWIN FRENCH PRIZE: William Hall Lever '71.

EATON LEITH FRENCH PRIZE: Erland Alfred Cutter '69.

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FESSENDEN PRIZE IN GOVERNMENT: Nicholas Stillwell McConnell.

SEWALL GREEK PRIZE: Walter Lee Reitz III '70.

CLASS OF 1875 PRIZE IN AMERICAN HISTORY: Erle Ransom Kelley.

HANNIBAL HAMLIN EMERY LATIN PRIZE: Kenneth Russell Walters.

SEWALL LATIN PRIZE: Steven John Rustari '70.

EDWARD SANFORD HAMMOND MATHEMATICS PRIZE: Christopher Howard Hanks.

SMYTH MATHEMATICAL PRIZES: Christopher Howard Hanks, Mark Cushing Bisgrove '69, Kenneth Samuel Lidman '70.

SUE WINCHELL BURNETT MUSIC PRIZE: Brent Alan Corson.

SUMNER I. KIMBALL PRIZE FOR EXCELLENCE IN NATURAL SCIENCES: Robert Eugene Timberlake, Jr.

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NOEL C. LITTLE PRIZE IN EXPERIMENTAL PHYSICS: Gerald Earle Jellison, Jr.

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ABRAHAM GOLDBERG PRIZE: John Loeb Isaacs.

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THE GENERAL PHILOON TROPHY: James Wyman Georgitis.

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liam Karl Moberg '69, Stephen Banfield Workman '69, James Hugh Burr '70, Gordon Christopher Crighton '70, Wayne Coffman Sanford '70, William Charles Harpin '71, William Michael Menning '71.

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James Henry Bishop '68	Kenneth Samuel Lidman '70
Neal Gerald Bornstein '68	Douglas William Lister '68
Louis Bruno Briasco '69	James William Holtman
Bruce Edward Cain '70	Lyon '68
Charles Himes Clapp '70	Peter Seymour Matorin '69
Gordon Christopher	Daniel Allen Meade '70
Crighton '70	Kingsley Gordon Metz '69
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Stephen Ferguson '69	Peter Charles Partnow '68
Alan Marvin Fink '68	Dennis Jon Perkins '69
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Marc Bennett Garnick '68	Pettit, Jr. '68
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David Martin Guyette '70	Steven Mark Schwartz '70
Bruce Edward Hamilton '70	Grant Dean Sievertsen, Jr. '70
Neil Harris Hamlin '70	James Whitman Smith '68
Christopher Howard Hanks '68	Richard Burnham Spear '68
Peter Francis Hayes '68	Bailey Stillman Stone '68
Gerald Earle Jellison, Jr. '68	Wayne Ralph Strasbaugh '70

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Robert Charles Sweeney '70
Richard Joseph Taylor '68
Robert Eugene
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YORK COUNTY. *President*, George S. Willard '30; *Council Member*, Lt. Col. Carroll H. Clark '21; *Secretary*, Mahlon C. Rowe '27, 111 Main Street, Springvale, Maine 04083

One of the principal sources of both endowment and income in recent years has been the Alumni; and the Alumni Fund, inaugurated in 1869 and reorganized in 1919, has contributed \$2,458,806 for the capital needs of the College and a further sum of \$2,652,664 for current expenses, as of June 30, 1968.

THE ALUMNI SERVICE AWARD

First established in 1932 as the Alumni Achievement Award and changed in name to the Alumni Service Award in 1953, this award is made annually to the man who, in the opinion of his fellow alumni, as expressed by the Alumni Council, best represents the alumnus whose services to Bowdoin most deserve recognition.

The recipients for the last ten years have been:

1959	S. Sewall Webster '10
1960	Charles A. Cary '10
1961	Frederick W. Willey '17
1962	William D. Ireland '16
1963	John C. Pickard '22
1964	Emerson W. Zeitler '20
1965	Earle S. Thompson '14
1966	Glenn R. McIntire '25
1967	Willard B. Arnold III '51
1968	Philip S. Wilder '23 and Donovan D. Lancaster '27

ALUMNI AWARD FOR FACULTY AND STAFF

The Alumni Award for Faculty and Staff was established by the Alumni Council in 1963 and is awarded each year "for service and devotion to Bowdoin, recognizing that the College in a larger sense includes both students and alumni." The Award is presented at the annual Alumni Day Luncheon in the fall and consists of a unique Bowdoin clock and a framed citation.

1963	Athern P. Daggett '25
1964	Hubert S. Shaw '36
1965	Nathaniel C. Kendrick
1966	Manton Copeland

- 1967 Samuel E. Kamerling
1968 Herbert R. Brown H'63

DISTINGUISHED BOWDOIN EDUCATOR AWARD

The Distinguished Bowdoin Educator Award was established by the Alumni Council in 1964 to recognize "outstanding achievement" in education by a Bowdoin alumnus in any field and at any level of education—except alumni who are members of the Faculty and Staff. The Award is presented at the annual campus meeting of the Bowdoin Teachers' Club in April and consists of a framed citation and five hundred dollars.

- 1965 Wilbert Snow '07
1966 Frank E. MacDonald '23
1967 George T. Davidson, Jr. '38
1968 Jeffrey J. Carre '40

ALUMNI RECORD

The College wishes to have the most complete record possible of the addresses, occupations, and public services of its alumni. It solicits information in regard to these points as well as to matters appropriate to the *Bowdoin Alumnus*, the quarterly alumni magazine published at the College.

Communications should be addressed to the Alumni Secretary, Bowdoin College, Brunswick, Maine 04011. Alumni are particularly urged to keep the Alumni Secretary informed of any changes of address.

THE SOCIETY OF BOWDOIN WOMEN

The Society of Bowdoin Women was formed in 1922 and is believed to be the oldest organization of its kind in existence. Its purpose, stated in its constitution, is to provide "an organization in which women with a common bond of Bowdoin loyalty may, by becoming better acquainted with the College and with each other, work together to serve the College in every possible way."

In carrying out its fourfold program, the Society has made specific gifts to the College such as silver and china for the President's house and the Dean's house, and a television set for the Infirmary. It supports an unrestricted endowment fund, the income of which amounts to over \$2,000 each year. In 1961 the Society established the Edith Lansing Koon Sills Lecture Fund, honoring Mrs. Kenneth C. M. Sills, the wife of a former president of the College. The income from this fund provides a biennial lecture on the campus

by a distinguished woman. Lastly, the Society sponsors two luncheons at Commencement for all women on the campus. At the Saturday luncheon the mothers and wives of the members of the graduating class are honored guests.

Membership in the Society is open to any interested woman by the payment of annual dues of \$1.50. There are about nine hundred members in the Society, and it is their enthusiasm, together with their dues and contributions, which makes possible the Society's program.

OFFICERS FOR 1968-1969

Honorary President, Mrs. Athern P. Daggett
President, Mrs. Vincent B. Welch
Vice President, Mrs. Charles W. Allen
Secretary, Mrs. Richard A. Morrell
Treasurer, Mrs. E. Leroy Knight
Assistant Treasurer, Mrs. Lendall B. Knight

BOWDOIN FATHERS ASSOCIATION

Organized in 1946, the Bowdoin Fathers Association has as its purpose "to contribute to the development and perpetuation of the spirit which has made Bowdoin the college that it is."

Since 1950 the Association has given a prematriculation scholarship, usually equal to tuition, to be awarded to a deserving candidate from outside New England. In 1962 the Association established an annual gift of \$300 to be awarded under the direction of the President of the College to undergraduates or graduates to enable the recipients to participate in summer research or advanced study directed towards their major field or life work.

An annual meeting is held in October in conjunction with Parents' Weekend, which owes its success largely to the efforts of the Bowdoin Fathers Association. All fathers of Bowdoin sons are eligible for membership in the Association. Annual dues are \$5.00 a year, and each father residing outside the continental United States or Canada is automatically an honorary member of the Association without payment of dues during the period his son is attending the College.

OFFICERS FOR 1967-1968

President, Richard E. Webb
Vice President, Peter W. Princi
2nd Vice President, Thomas E. Delahanty
Secretary, Edward E. Langbein
Treasurer, Herbert E. Mehlhorn

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Directory of Students

Class of 1969

Class of 1971

Class of 1970

Class of 1972

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Candidates for the Master of Arts Degree

Student Enrolled in the Bowdoin-M.I.T. Two-Degree Plan

ENROLLMENT BY CLASSES AND STATES

Directory of Students

Fall 1968 Semester

SENIORS: Class of 1969

Abbott, Donald Charles	<i>Natick, Mass.</i>	13A Sr. Center
Abbott, Stephen Frost	<i>Wellesley, Mass.</i>	
	3 McLellan St., Apt. 3	
Abernathy, Walter Corbett	<i>Lynn, Mass.</i>	10A Sr. Center
Anderson, Richard Warren	<i>Lynn, Mass.</i>	10A Sr. Center
Anthony, David Chace, Jr.	<i>East Providence, R. I.</i>	
		4D Sr. Center
Babcock, William Lane, Jr.	<i>Wilmington, Del.</i>	7D Sr. Center
Bailey, Arnold Basset	<i>Francestown, N. H.</i>	
		13B Sr. Center
Ballinger, Kenneth Everett, Jr.	<i>Basking Ridge, N. J.</i>	
		10D Sr. Center
Banton, Stephen Chandler	<i>St. Louis, Mo.</i>	9C Sr. Center
Barney, James Mason	<i>Hamilton, Mass.</i>	4C Sr. Center
Barron, Alan Mark	<i>Chelsea, Mass.</i>	11D Sr. Center
Bartlett, Stephen Ives	<i>Bloomfield, Conn.</i>	15B Sr. Center
Battilana, John Thomas	<i>Westbury, N. Y.</i>	8B Sr. Center
Bellamy, Cole Chandler	<i>Mansfield, Mass.</i>	9D Sr. Center
Bereika, Gerald Michael	<i>Whitman, Mass.</i>	11B Sr. Center
Bernstein, Bradley Alan	<i>Brooklyn, N. Y.</i>	8B Sr. Center
Berry, Ralph Lincoln, III	<i>Cornish, Me.</i>	12C Sr. Center
Best, Malcolm James	<i>Montevideo, Uruguay</i>	
		9C Sr. Center
Best, Roger Charles	<i>Syosset, N. Y.</i>	6A Sr. Center
Beyer, Edmund Brand	<i>Milton, Mass.</i>	14D Sr. Center
Bisgrove, Mark Cushing	<i>Brunswick, Me.</i>	165 Maine St.
Black, Barry Harvey	<i>Medford, Mass.</i>	4C Sr. Center
Blackwood, Robert Stuart, Jr.	<i>South Portland, Me.</i>	5C Sr. Center
Blaisdell, Bruce Goodridge	<i>York, Me.</i>	14B Sr. Center
Block, Marc David	<i>East Norwich, N. Y.</i>	8C Sr. Center
Bowdoin, Everett Seavey, Jr.	<i>Lynnfield, Mass.</i>	222 Maine St.
Brandenburg, John Gifford	<i>Washington, D. C.</i>	7D Sr. Center
Brennan, Timothy Robert	<i>Bangor, Me.</i>	ΨΥ House
Briasco, Louis Bruno	<i>Winchester, Mass.</i>	11D Sr. Center
Bright, Kayode Ishmael	<i>Freetown, Sierra Leone</i>	
		11C Sr. Center
Brightman, Mark Buffington	<i>Seekonk, Mass.</i>	3A Sr. Center

Directory of Students

Brown, Edward James, Jr.	<i>Eastham, Mass.</i>	13C Sr. Center
Brown, Kendall Harold	<i>Bucksport, Me.</i>	6C Sr. Center
Bryson, Roger Wright, Jr.	<i>Watertown, Conn.</i>	5D Sr. Center
Bulow, David Lawrence	<i>Huntington, Conn.</i>	10B Sr. Center
Campagna, Gary David	<i>Needham Heights, Mass.</i>	
		10A Sr. Center
Campbell, Paul Hudson, Jr.	<i>Tenafly, N. J.</i>	8A Sr. Center
Carvin, Robert Howard	<i>Sharon, Mass.</i>	10D Sr. Center
Caswell, Claude Edgar	<i>Gray, Me.</i>	11D Sr. Center
Chandler, Barry David	<i>Portland, Me.</i>	13D Sr. Center
Clark, Michael Archibald	<i>Scarsdale, N. Y.</i>	13D Sr. Center
Campbell		
Clayborne, John Lee	<i>New York, N. Y.</i>	8D Sr. Center
Cole, Kenneth Merle, III	<i>Bernardsville, N. J.</i>	
		10 Cleaveland St.
Cooper, John Davidson	<i>Baltimore, Md.</i>	10B Sr. Center
Corrigan, Michael Thomas	<i>Gorham, N. H.</i>	14C Sr. Center
Corson, Michael Richard	<i>Watchung, N. J.</i>	12C Sr. Center
Corson, Neal Craig	<i>Madison, Me.</i>	15D Sr. Center
Cousens, Merrill Carl	<i>Gardiner, Me.</i>	13B Sr. Center
Cummings, Russell Edwin	<i>North Scituate, R. I.</i>	
		11B Sr. Center
Currie, Allan Drew	<i>Belmont, Mass.</i>	15A Sr. Center
Cutter, Erland Alfred	<i>Westbrook, Me.</i>	14A Sr. Center
Dane, Joseph Anderson	<i>South Harpswell, Me.</i>	4B Sr. Center
Davidson, Richard George	<i>Conway, N. H.</i>	14D Sr. Center
DeCicco, Alfred Louis	<i>Stafford Springs, Conn.</i>	
		5C Sr. Center
DeTroy, Peter John, III	<i>Brunswick, Me.</i>	226 Maine St.
Devlin, Timothy O.	<i>Pasadena, Calif.</i>	14A Sr. Center
Donahue, Walter Scott, III	<i>Pawtucket, R. I.</i>	5B Sr. Center
Downes, Richard Earle, Jr.	<i>Auburn, Mass.</i>	3B Sr. Center
Dowse, Leonard Huntress, Jr.	<i>Belgrade Lakes, Me.</i>	4B Sr. Center
Dreyer, William Wade, Jr.	<i>Salisbury, Md.</i>	12B Sr. Center
Driscoll, Peter Edson	<i>Rowayton, Conn.</i>	4D Sr. Center
D'Souza, Arthur Noel	<i>Calcutta, India</i>	3D Sr. Center
Eddy, Ralph Gordon	<i>East Woodstock, Conn.</i>	
		15C Sr. Center
Eisenhauer, Eric Robert	<i>Barrington, R. I.</i>	7B Sr. Center
Emus, David Herbert	<i>Foxboro, Mass.</i>	12A Sr. Center
Ervin, Robert	<i>Waterville, Me.</i>	5C Sr. Center
Faraci, William Salvatore	<i>Bradford, Mass.</i>	13C Sr. Center
Farwell, Newton Charles	<i>Kennebunk, Me.</i>	14A Sr. Center

Directory of Students

Fasulo, Michael Arthur	Portland, Me.	8C Sr. Center
Femino, Dominic Arthur, Jr.	Salem, Mass.	10C Sr. Center
Fenimore, David Louis	Clinton, N. Y.	7B Sr. Center
Fenton, Charles Ellis	San Francisco, Calif.	13A Sr. Center
Fenton, Nathaniel Rochester	Bar Harbor, Me.	3D Sr. Center
Ferguson, Stephen	Cranford, N. J.	15A Sr. Center
Field, Rodger Carson	Braintree, Mass.	8D Sr. Center
Fisher, Hugh Albert George	Winchester, Mass.	5A Sr. Center
Forsberg, David Paul	Worcester, Mass.	3B Sr. Center
Foss, John Chadbourn	South Freeport, Me.	4A Sr. Center
Fowler, John Palmer	Cape Elizabeth, Me.	10A Sr. Center
Garland, James Prentice, II	Washington, D. C.	4A Sr. Center
Gauron, Paul Richard	Amesbury, Mass.	10B Sr. Center
Georgitis, William Johnson	Orono, Me.	6A Sr. Center
Gibson, William Lancelot	Salem, Mass.	4C Sr. Center
Gilman, Owen Winslow, Jr.	Farmington Falls, Me.	6C Sr. Center
Goodof, David Alan	Waterville, Me.	11A Sr. Center
Graham, David Kenneth	Gorham, Me.	12C Sr. Center
Griffin, Bruce Stephen	Haverhill, Mass.	14A Sr. Center
Guignard, Michael James	Biddeford, Me.	11C Sr. Center
Gunter, John Henry, Jr.	Woburn, Mass.	28 Boody St.
Haley, David Francis	Machias, Me.	12A Sr. Center
Hardy, Peter Carl	Waltham, Mass.	3C Sr. Center
Harrison, Jeffrey Chisholm	Brookline, Mass.	5C Sr. Center
Hopkins, Stephen Craig '67	Plainfield, N. J.	9D Sr. Center
Horsburgh, Kenneth Phillip, Jr.	Shaker Heights, Ohio	6A Sr. Center
Hosmer, James Reed	Marblehead, Mass.	5A Sr. Center
Howes, William Grant, III	Hyannis, Mass.	4B Sr. Center
Hutchinson, Dennis James	Boulder, Colo.	13C Sr. Center
Ingerowski, Richard Michael	Portland, Me.	12C Sr. Center
Ives, Robert Emmel	New Haven, Conn.	8B Sr. Center
Jackson, Drew Francis	Waltham, Mass.	12B Sr. Center
Johnson, Glen Ralph	Santa Fe, N. M.	26 Boody St.
Johnson, Lewis Chamberlayne	Topsham, Me.	8C Sr. Center
Johnson, Thomas Arthur	Evanston, Ill.	3A Sr. Center
Keene, John Tracy, Jr.	Gloversville, N. Y.	6C Sr. Center
Keleher, Paul Albert	Framingham, Mass.	11A Sr. Center
Kelley, William Edwin, Jr.	Wellesley Hills, Mass.	4D Sr. Center
Ketainneck, Stephen Robert	West Haven, Conn.	11C Sr. Center

Directory of Students

Knight, David Linvill	<i>Memphis, Tenn.</i>	13C Sr. Center
Krol, John Francis	<i>Waltham, Mass.</i>	12B Sr. Center
Lawlor, John Charles	<i>Dover, N. H.</i>	15C Sr. Center
Levine, Philip Lawrence	<i>Portland, Me.</i>	6B Sr. Center
Libby, Glenn Francis	<i>Cohasset, Mass.</i>	5A Sr. Center
Liburd, Caedmon Augustin	<i>Basseterre, St. Kitts</i>	8A Sr. Center
Logan, Virgil Howard, Jr.	<i>Dayton, Ohio</i>	8B Sr. Center
London, Howard Bernard	<i>Milton, Mass.</i>	7B Sr. Center
Lutte, Kenneth Arthur	<i>Fryeburg, Me.</i>	
	P.O. Box 429, Damariscotta	
McArthur, Paul Truxton	<i>Delmar, N. Y.</i>	14C Sr. Center
McCroskery, Peter Allan	<i>Stamford, Conn.</i>	14B Sr. Center
McCullough, John Everett	<i>Rye, N. Y.</i>	7A Sr. Center
MacDermid, Bruce Galbraith	<i>West Hartford, Conn.</i>	
		7C Sr. Center
McFarland, Edward James, Jr.	<i>Scarborough, Me.</i>	3C Sr. Center
McGuirk, Robert Alan	<i>Hingham, Mass.</i>	
	3 McLellan St., Apt. 2	
Mackenzie, John Michael	<i>Rowley, Mass.</i>	3C Sr. Center
Marshall, Howard Joseph	<i>Middleboro, Mass.</i>	5B Sr. Center
Martin, George Henry, Jr.	<i>Danvers, Mass.</i>	3A Sr. Center
Martin, Kenneth McGeoch, III	<i>Framingham, Mass.</i>	
	20A Elm St., Topsham	
Matorin, Peter Seymour	<i>Riverdale, N. Y.</i>	15D Sr. Center
Merchant, Berkeley Thorne	<i>Scottsville, Va.</i>	12D Sr. Center
Mersereau, Richard Alan	<i>Hamilton, Mass.</i>	8A Sr. Center
Metz, Kingsley Gordon	<i>Freeport, N. Y.</i>	14C Sr. Center
Michener, Roger Edward '68	<i>Stirling, N. J.</i>	7D Sr. Center
Mikulak, Ronald Joseph	<i>Metuchen, N. J.</i>	14B Sr. Center
Moberg, William Karl	<i>Gorham, Me.</i>	15B Sr. Center
Montgomery, Timothy John	<i>South Weymouth, Mass.</i>	
		9A Sr. Center
Mooney, Dennis Joseph	<i>Portsmouth, N. H.</i>	7D Sr. Center
Morris, Peter Charles	<i>Bridgton, Me.</i>	6C Sr. Center
Mouradian, George Vahan	<i>Brunswick, Me.</i>	
	32 School St., Apt. 2	
Musco, Charles Steven	<i>Arlington, Mass.</i>	9A Sr. Center
Neher, Andrew Maysilles	<i>Wellesley, Mass.</i>	3C Sr. Center
Nelson, Harold Bernhard, Jr.	<i>Cranston, R. I.</i>	8D Sr. Center
Nelson, Thomas Glenn	<i>Essex Fells, N. J.</i>	3D Sr. Center
Niles, Lawrence James	<i>Portland, Me.</i>	
	32 Winter St., Topsham	
Norris, Richard Randall '65	<i>Newburyport, Mass.</i>	9 Minat Ave.

Directory of Students

Norton, Philip William	<i>South Portland, Me.</i>	6B Sr. Center
Novick, James Landa	<i>Brooklyn, N. Y.</i>	10D Sr. Center
Ortman, Glen Lee	<i>Williamstown, Mass.</i>	4D Sr. Center
Ossoff, Robert Henry	<i>Beverly, Mass.</i>	4C Sr. Center
O'Toole, Lawrence George	<i>Chesterfield, Mo.</i>	15A Sr. Center
Pagar, David Martin	<i>New Britain, Conn.</i>	7B Sr. Center
Parker, Charles Ellington, III	<i>Leonia, N. J.</i>	3B Sr. Center
Parmenter, Richard Alan	<i>Centerville, Mass.</i>	12A Sr. Center
Parsons, Jonathan Day	<i>Gloucester, Mass.</i>	15A Sr. Center
Parsons, Theophilus, Jr.	<i>Woodstown, N. J.</i>	9C Sr. Center
Paulding, Richard Lawrence	<i>Cohasset, Mass.</i>	10C Sr. Center
Pearce, Douglas Arthur	<i>Williamsville, N. Y.</i>	14C Sr. Center
Perkins, Dennis Jon	<i>Bath, Me.</i>	9B Sr. Center
Pierce, James Alan, Jr.	<i>East Rochester, N. Y.</i>	9D Sr. Center
Pierce, John Winthrop	<i>South Portland, Me.</i>	10C Sr. Center
Pope, Ralph Hawkins	<i>Canton, Mass.</i>	13D Sr. Center
Prager, Harvey Mel	<i>Peekskill, N. Y.</i>	9B Sr. Center
Pratt, Benjamin Remington, Jr.	<i>Schuylerville, N. Y.</i>	3B Sr. Center
Princi, Michael John	<i>Winthrop, Mass.</i>	13B Sr. Center
Pritchard, John Francis	<i>Old Greenwich, Conn.</i>	13B Sr. Center
Rachlin, Robert Wolf	<i>Syosset, N. Y.</i>	5D Sr. Center
Rea, Fred Campbell	<i>Cartersville, Va.</i>	4A Sr. Center
Reed, Edgar Moore	<i>West Hartford, Conn.</i>	7C Sr. Center
Reed, Stephen Douglas	<i>Newcastle, Me.</i>	14D Sr. Center
Reed, Stephen Lombard	<i>West Bridgewater, Mass.</i>	12B Sr. Center
Rhodes, William Michael	<i>Glens Falls, N. Y.</i>	147½ Pleasant St.
Roderick, Charles Richard	<i>East Providence, R. I.</i>	7A Sr. Center
Rogers, Timothy Gordon	<i>Morristown, N. J.</i>	10C Sr. Center
Romero, Campo Elias	<i>Barranquilla, Colombia</i>	
Rowe, Kenneth Evans	<i>Belmont, Mass.</i>	5B Sr. Center
Ruffin, Caulbert Bernard, III	<i>Chevy Chase, Md.</i>	9D Sr. Center
Rust, David Dugal	<i>Scituate, Mass.</i>	7A Sr. Center
Rutherford, John Curtis	<i>Lexington, Mass.</i>	15C Sr. Center
Ryan, John Edward	<i>Brunswick, Me.</i>	8A Sr. Center
Sabin, Timothy Allen	<i>Lewiston, Me.</i>	15D Sr. Center
Samp, John Barnes	<i>Cambridge, Mass.</i>	4A Sr. Center

Directory of Students

Sanford, Barry John	Derby, Conn.	165 Maine St.
Scalise, James Joseph	New Britain, Conn.	
		51½ McLellan St.
Sewall, Richard Stephen	Waterville, Me.	13A Sr. Center
Sewall, Stephen Arthur	Orono, Me.	6A Sr. Center
Sheehy, Thomas Joseph, III	Wells, Vt.	3D Sr. Center
Shone, Ronald Hamilton '67	Scituate, Mass.	6B Sr. Center
Siamwiza, Mwindace Nkongwa	Choma, Zambia	14B Sr. Center
Simmons, Jay Wesley, II	Wilmington, Del.	9A Sr. Center
Simmons, Walter Warren	North Quincy, Mass.	4B Sr. Center
Singh, Baldev	Pontian, Malaysia	6D Sr. Center
Skillings, John Carver	Holden, Mass.	15B Sr. Center
Smith, Judson Darryl	Bangor, Me.	13A Sr. Center
Smith, Richard Warren	Bath, Me.	15C Sr. Center
Smyth, Robert William	Westbrook, Me.	
		86 Federal St., Apt. B
Spencer, Richard Harold, Jr.	Cumberland Foreside, Me.	
		10B Sr. Center
Stocking, Frederick Burgin	Beloit, Wis.	9B Sr. Center
Streetman, Ashley, Jr. '64	Lisbon Falls, Me.	
		120 Booker St., Lisbon Falls
Sullivan, David Mark	Amherst, Mass.	5D Sr. Center
Sullivan, Joseph Timothy, Jr.	Wellesley Hills, Mass.	
		2A Potter St.
Sutherland, Alec Dean	Newton Centre, Mass.	
		5A Sr. Center
Talbot, James Rich, III	East Machias, Me.	8C Sr. Center
Taverna, Michael Anthony	Arlington, Mass.	7A Sr. Center
Tenney, Michael	Newport, N. H.	8D Sr. Center
Thompson, Stephen Tiffany	Colebrook, Conn.	9A Sr. Center
Tootell, Gregory Alan	Branford, Conn.	9B Sr. Center
Tulonen, Rodney Arthur	Fitchburg, Mass.	11D Sr. Center
Vose, Donald Francis '68	Bridgton, Me.	12A Sr. Center
Walker, Bryant Anthony	New Haven, Conn.	11B Sr. Center
Walsh, Barent Warren	Amherst, N. H.	14D Sr. Center
Walton, Kenneth R.	Seal Harbor, Me.	15B Sr. Center
Webb, Michael Terry	Pittsburgh, Pa.	13D Sr. Center
Webb, Richard Drew Silver '68	New York, N. Y.	
		Apt. 16 Sr. Center
Weld, Stephen Minot, Jr.	Milton, Mass.	15D Sr. Center
Whitten, Charles Evart	Lincoln, Me.	10D Sr. Center
Wickstrom, Bengt-Arne	Johannisberg, Sweden	9C Sr. Center
Wilkes, Greg Stuart	Stamford, Conn.	5D Sr. Center

Directory of Students

Williams, Frederick Marc	<i>Meadville, Pa.</i>	7C Sr. Center
Williams, William Harrison	<i>Bernardsville, N. J.</i>	7C Sr. Center
Woodman, Robert Blaine	<i>Wellesley, Mass.</i>	5B Sr. Center
Workman, Stephen Banfield	<i>Portland, Ore.</i>	11A Sr. Center
Wormell, Richard Leroy	<i>Portland, Me.</i>	6B Sr. Center
Zottoli, Steven Jaynes	<i>Brunswick, Me.</i>	226 Maine St.

Fall 1968 Semester

JUNIORS: Class of 1970

Adelson, Jacob David	<i>Swampscott, Mass.</i>	AKΣ House
Alward, Francis Hervet	<i>Walpole, Mass.</i>	ΘΔX House
Arnold, DeWitt Russell '68	<i>Freeport, Me.</i>	
	Fogg Pt. Rd., Freeport	
Astbury, Carroll Dana	<i>South Penobscot, Me.</i>	ΣN House
*Auld, James Alan	<i>Pittsburgh, Pa.</i>	AKΣ House
Bahnson, Alfred Blalock	<i>Pittsburgh, Pa.</i>	ΘΔX House
Barbour, Richard Keith	<i>Shelburne Falls, Mass.</i>	ΔKE House
Barr, Richard Danforth	<i>Glen Head, L. I., N. Y.</i>	17 Maine
Barton, Paul Hamilton	<i>Rockland, Me.</i>	ΦΔΨ House
Batista, Paul Amandio	<i>Milford, Mass.</i>	82 Federal St.
Becker, David Pillsbury	<i>Castleton-on-Hudson, N. Y.</i>	
		ΦΔΨ House
Berry, Thomas Joseph, Jr.	<i>Chatham, N. J.</i>	
	Jr. Yr. Away Program	
Beslity, Steven John '69	<i>Port Washington, N. Y.</i>	
		ΘΔX House
Boothby, Charles Moore	<i>Fryeburg, Me.</i>	1 Coleman
Bowden, George Newton '68	<i>Mountain Lakes, N. J.</i>	
		82 Federal St.
Bowie, James Milton	<i>Lisbon, Me.</i>	19 Moore
Bradley, Joel Chandler	<i>Westwood, Mass.</i>	BΘΠ House
Bragdon, Bruce Richard	<i>Needham, Mass.</i>	25 Appleton
Brendler, Robert Alston	<i>Pelham, N. Y.</i>	ΨΥ House
Broomell, John Lupton	<i>Spring House, Pa.</i>	23 Coleman
Buchbinder, Stephen Jerome	<i>Newton Centre, Mass.</i>	7 Maine
Buckley, Frederick Oliver, Jr.	<i>Marblehead, Mass.</i>	AKΣ House
Buening, Bruce Harold	<i>Bayside, Wis.</i>	ΣN House
Bullard, David Emerson	<i>Cumberland, R. I.</i>	165 Maine St.
Burke, Timothy Joseph	<i>Montpelier, Vt.</i>	82 Federal St.
Burr, James Hugh	<i>Alexandria, Va.</i>	ΦΔΨ House

* Died October 11, 1968.

Directory of Students

Burt, Edward Howland, Jr.	Weston, Mass.	ΦΔΨ House
Cain, Bruce Edward	Newton Centre, Mass.	ΘΔΧ House
Calareso, Joseph Anthony	West Roxbury, Mass.	ΑΚΣ House
Calitri, Ronald Mitchel	Putnam Valley, N. Y.	
	Jr. Yr. Away Program	
Caraganis, Lewis Nicholas	Winthrop, Me.	ΔΚΕ House
Card, Richard Howard	Cranston, R. I.	82 Federal St.
Carnes, David Richard	Stamford, Conn.	ΔΚΕ House
Christie, William Young	Springfield, Mass.	15 Maine
Christy, Roland Everett, Jr.	Portland, Me.	ΑΚΣ House
Clapp, Charles Himes	Natick, Mass.	ΣΝ House
Cole, John Bradford	Dedham, Mass.	ΑΔΦ House
Cook, James Gregory	Willowdale, Ont., Canada	
	ΔΣ House	
Corcoran, David Jeffrey	Swampscott, Mass.	ΑΚΣ House
Crichton, Gordon Christopher	East Orleans, Mass.	ΑΡΥ House
Crispin, Richard Carleton	Needham, Mass.	
	Jr. Yr. Away Program	
Cross, Jeffrey Parkman	Guilford, Me.	23 Winthrop
Cuneo, Kenneth Allan	Kennebunk, Me.	9 Appleton
Cutler, Howard Stephen	Quincy, Mass.	ΑΚΣ House
Darling, Gregory Joseph	Greenwich, Conn.	ΑΡΥ House
Day, Henry Philips, Jr.	St. Louis, Mo.	31 Moore
Delahanty, John David	Lewiston, Me.	17 Hyde
Demenkoff, John Haynes	New Paltz, N. Y.	17 Winthrop
Denoncour, Michael Bernard	Biddeford, Me.	ΒΘΠ House
Devine, Stephen Michael	North Reading, Mass.	ΔΚΕ House
Dewar, Cameron Kennedy	North Weymouth, Mass.	
	270 Maine St.	
Dinsmore, Charles Earle '69	Springvale, Me.	15 Appleton
Dodd, Gilbert Blake	Bethlehem, Pa.	ΘΔΧ House
Dow, Bruce Campbell	Augusta, Me.	ΑΡΥ House
Dublirer, Brian	Brooklyn, N. Y.	ΧΨ Lodge
Eddy, Robert Francis	Melrose, Mass.	
	Jr. Yr. Away Program	
Edinger, Donald Danforth, Jr.	Veazie, Me.	ΣΝ House
Eliason, Clifton George	Dighton, Mass.	ΦΔΨ House
Ellerhorst, Richard Halsey	Westfield, N. J.	ΘΔΧ House
Emerson, Jeff Douglas	Teaneck, N. J.	19 Moore
Erkkinen, John Francis	Maynard, Mass.	1 Hyde
Esposito, Anthony Louis	Portland, Me.	21 Appleton
Esposito, Mark Joseph '69	Orange, Conn.	82 Federal St.
Evans, Lester Jaeger	Stow, Me.	ΔΣ House

Directory of Students

Fagan, Paul McGovern	Wilton, Conn.	XΨ Lodge
Ficker, Robert Kim	Kennebunkport, Me.	ZΨ House
Ford, Eugene Earl, Jr.	Farmington, Me.	ΣN House
Fulton, Bruce Edward	Syracuse, N. Y.	8 Potter St.
Garroway, Michael Laszlo	New York, N. Y.	

Jr. Yr. Away Program

George, Harry Allan	Evanston, Ill.	XΨ Lodge
Glazer, Robert Stuart	Huntington, N. Y.	APY House
Gleason, David Clarke	Waldoboro, Me.	XΨ Lodge
Grenon, Peter Reading	Pascoag, R. I.	ΔΣ House
Guyette, David Martin	Mountain Lakes, N. J.	BΘΠ House
Ham, Thomas Ewing	Wauseon, Ohio	XΨ Lodge
Hamlin, Neil Harris	Milo, Me.	1 Appleton
Harding, Ralph Lyman, III	New Canaan, Conn.	ZΨ House
Hardy, Erland Borrner	Waltham, Mass.	270 Maine St.
Hardy, Stephen Hall	Watham, Mass.	270 Maine St.
Harkness, Loring Edwards, III	Mountain Lakes, N. J.	ΦΔΨ House
Harknett, Dana Russell	North Edgecomb, Me.	31 Moore
Harvey, Thomas Edward	Greenland, N. H.	ΣN House
Hastings, Samuel Thomas	Bass River, Mass.	1 Moore
Hatch, Charles Gilbert, Jr.	Andover, Mass.	ΔKE House
Henderson, Lloyd Norris	Conway, N. H.	8 Potter St.
Hill, Thomas Weston	Altoona, Pa.	AΔΦ House
Homer, Roger Vance	Arlington, Mass.	

Jr. Yr. Away Program

Hovhanesian, Jeffrey Garabed	Wethersfield, Conn.	ΣN House
Hubbard, Hylan Thomas '69	Lynchburg, Va.	187½ Pleasant St.
Hudson, David Reger	Braintree, Mass.	BΘΠ House
Irwin, Clark Thomas, Jr.	Westbrook, Me.	APY House
Isaacson, George Steven	Auburn, Me.	

Jr. Yr. Away Program (1st Semester)

Ives, Howard Rollin, III	Portland, Me.	1 Winthrop
Jacobs, Jeffery Arthur	Orrington, Me.	ΔΣ House
Jarvis, Allan Perley, Jr.	West Newbury, Mass.	ΔKE House
Jerue, Richard Thomas	Providence, R. I.	82 Federal St.
Jessel, Alfred Jacobsen	Boulder, Colo.	ΔΣ House
Johnson, Leonard Ware, Jr.	Amesbury, Mass.	28 College St.
Johnston, John Flagg '66	Southwest Harbor, Me.	

154 Linnhaven Trailer Park

Joiner, Ronald Earl, Jr.	Portland, Ore.	ΦΔΨ House
Jordan, Bruce Christopher '69	Winchester, Mass.	XΨ Lodge
Joseph, Jon Arlington	Wellesley, Mass.	A Coleman
Kallina, Emanuel John, II	Baltimore, Md.	15 Appleton

Directory of Students

Kapitula, John Andrew, Jr.	Meriden, Conn.	XΨ Lodge
Karakashian, Gregory Vahe	Reading, Mass.	ΔKE House
Karlsson, Keith Edward	New York, N. Y.	ΦΔΨ House
Katzenberg, Frederick	New Rochelle, N. Y.	
	Jr. Yr. Away Program	
Kelley, Mark Elbridge, III	Hampton Falls, N. H.	ΑΔΦ House
Kennedy, Stephen William	Cleveland Heights, Ohio	XΨ Lodge
Knowles, Robert William	Marblehead, Mass.	XΨ Lodge
Kolod, Alan	Shaker Heights, Ohio	30 Winthrop
Konieczko, Daniel Stanley	North Monmouth, Me.	
		15 Winthrop
Kornetsky, Kenneth Mark	Milton, Mass.	ΦΔΨ House
Kotkas, Kalevi Eero	Penns Grove, N. J.	XΨ Lodge
Kubetz, Bernard Jerome	Mt. Kisco, N. Y.	22 Appleton
Lampert, Richard Paul	Brunswick, Me.	12½ Stanwood St.
Lane, Anthony Charles	Andover, Mass.	ΔKE House
Lang, Stephen Bickford	West Barrington, R. I.	
		11 Winthrop
Lauren, Bertus Clark '69	Bronxville, N. Y.	10 Boody St.
Lea, Thomas Nalle	Princeton, N. J.	11 Winthrop
LeGrow, Allan Wesley	North Reading, Mass.	ZΨ House
Levine, Mark Stuart	Portland, Me.	AKΣ House
Lidman, Kenneth Samuel	Newton, Mass.	5 Maine
Liffmann, John Sumner	Lawrence, Mass.	ΔΣ House
Lowe, David Charles	Rochester, N. H.	ΔΣ House
Lyman, Frederick Wellington	Ladue, Mo.	1 Moore
McAvoy, Michael Robert	Riverside, Conn.	XΨ Lodge
MacDermid, Robert Galbraith,	West Hartford, Conn.	1 Maine
III		
McEniry, Philip Laurence	Scarsdale, N. Y.	XΨ Lodge
McGrath, John Hutchins	Baldwin, N. Y.	ΘΔX House
McMann, Peter Leonard	Bath, Me.	ΦΔΨ House
Mahan, Douglas Williamson	New York, N. Y.	21 Appleton
Marchetti, Ronald Lee	Meriden, Conn.	ΑΔΦ House
Marjerison, Thomas Sydney, III	Andover, Mass.	226 Maine St.
Maxwell, Robert Kenneth	Natick, Mass.	6½ McKen St.
Mayo, Wayne Alan	Ellsworth, Me.	ΘΔX House
Mazareas, James	Lynn, Mass.	19 Coleman
Meade, Daniel Allen	Dover-Foxcroft, Me.	ΔΣ House
Mercurio, Robert Dennis	New Hyde Park, N. Y.	APY House
Merrell, Bruce Rowland	West Concord, Mass.	ΣN House
Mickley, Richard Somers	Belmont, Mass.	BΘΠ House
Miller, August Charles, III	Middletown, R. I.	APY House

Directory of Students

Miller, Richard Copeland	Weston, Mass.	5 Winthrop
Minihane, William Michael	South Portland, Me.	ΣN House
Minot, Edward Otis	Lexington, Mass.	ΦΔΨ House
Mitchell, Brian Patrick	Lynn, Mass.	AKΣ House
Mitchell, Donald Charles	Longmeadow, Mass.	
	897 Middle St., Bath	
Mitchell, John Dale	Gorham, Me.	APY House
Mleczko, Thomas Allison	Lawrence, N. Y.	A Coleman
Morley, Richard Edward	New Britain, Conn.	XΨ Lodge
Moses, Paul Andrew	Fair Lawn, N. J.	7 Winthrop
Nevels, Joel Putnam	Honolulu, Hawaii	23 Appleton
Newman, Robert Stanley	Bangor, Me.	AKΣ House
Nilson, Richard Edwin	Bloomfield, Conn.	15 Hyde
Noiles, Daniel Ashton	New Canaan, Conn.	ΔΣ House
Olson, John Wesley	Belmont, Mass.	AKΣ House
*Osadtsa, Modest Severin	Passaic, N. J.	30 Winthrop
Paglia, Larry Michael	Framingham, Mass.	23 Appleton
Pekrul, Frederick Raymond, Jr.	New Hartford, Conn.	APY House
Peters, Theodore Downey	Cooperstown, N. Y.	ΣN House
Plagenhoef, Thomas Jay	Amherst, Mass.	22 Appleton
Plaut, Walter Newman, Jr.	Rowayton, Conn.	ΑΔΦ House
Plourde, Steven Harold	Lynn, Mass.	APY House
Price, George Walter	Clinton, Me.	ΣN House
Putterman, Lawrence	Norwalk, Conn.	17 Moore
Ramsay, Philip David '69	Dexter, Me.	APY House
Ramsdell, Eric Clayton	Lebanon, N. H.	ΣN House
Redman, Joseph Parker	Portland, Me.	15 Maine
Reichel, Jeffrey Eugene	Wayzata, Minn.	ΔKE House
Renfrew, Roger Alexander	Northfield, Vt.	17 Appleton
Rice, Arthur Patrick	Holliston, Mass.	8 Potter St.
Roberts, Boyd, II	Beverly, Mass.	ΔKE House
Rodgers, John William	Bloomfield, Conn.	ΦΔΨ House
Rowe, Larry Emerson	St. Johnsbury, Vt.	ZΨ House
Rowe, Lee Dickinson	Reading, Pa.	APY House
Rustari, Steven John	Fitchburg, Mass.	28 College St.
Ryan, Thomas Aquinas	Lowell, Mass.	AKΣ House
Sanford, Wayne Coffman	El Paso, Tex.	23 Winthrop
Santos Flores, Byron Antonio	Guatemala City, Guatemala	
		ΔΣ House
Schuster, Peter Louis	Cheshire, Conn.	APY House
Schuyler, Michael Allan	Hartford, Conn.	31 Winthrop
Schwartz, Steven Mark	Dresher, Pa.	ΘΔX House

* Formerly Osadca.

Directory of Students

Segal, Rubin Gerald	Portland, Me.	ΨΥ House
Sewall, Douglas Mark	Orono, Me.	ΣΝ House
Sheehy, John Paul	Roslyn Heights, N. Y.	⊕ΔΧ House
Sherman, Paul Leslie, Jr.	North Edgecomb, Me.	15 Hyde
Shesler, Carl Laurence	Thomaston, Me.	ΣΝ House
Showalter, Douglas Keith	New London, Conn.	XΨ Lodge
Siegle, John Harrison	Westwood, Mass.	⊕ΔΧ House
Siskind, David Arthur	Swampscott, Mass.	19 Coleman
Snyder, Mark Bennett	Newton, Mass.	270 Maine St.
Spencer, John Shafer	Barrington, R. I.	⊕ΔΧ House
Spill, Richard Stephen	Biddeford, Me.	B⊕Π House
Sterio, James Frederick	Lynn, Mass.	AKΣ House
Sternburg, Jon Kogod	Washington, D. C.	7 Maine
Stevens, Barry Alan	Randolph, Mass.	Curtis Pool
Strasbaugh, Wayne Ralph	Emmaus, Pa.	7 Appleton
Stuart, Robert Allan, Jr.	Springfield, Ill.	Curtis Pool
Sweeney, Robert Charles	Penns Grove, N. J.	⊕ΔΧ House
Tallow, Steven Rodd	West Hartford, Conn.	ΔΣ House
Tate, Harrison, Jr.	Greenville, S. C.	ΔΣ House
Taylor, John Claridge	Philadelphia, Pa.	B⊕Π House
Taylor, Matthew, Jr.	Framingham, Mass.	ΔΚΕ House
Taylor, Stephen Douglas	Tyngsboro, Mass.	ΔΣ House
Tomlinson, Dale Henry	Andover, Mass.	ΔΚΕ House
Tracy, David Allan	Meriden, Conn.	XΨ Lodge
Turner, Alexander MacGregor	Providence, R. I.	
Jr. Yr. Away Program (1st Semester)		
Turner, George Scothorne	Yarmouth, Me.	⊕ΔΧ House
Varney, Peter Fred	Rochester, N. H.	APY House
Vaughan, Robert Hallowell	Harborside, Me.	ΣΝ House
Wainer, William Edward	Brunswick, Me.	ΣΝ House
Waldron, Richard William	Concord, N. H.	XΨ Lodge
Walker, Thomas Stuart	Melrose, Mass.	⊕ΔΧ House
Warren, Timothy Matlack, Jr.	Concord, Mass.	ΔΣ House
Warwick, Willard Pearson	Hamilton, Mass.	1 Coleman
Watkins, Thomas Henry, Jr.	Upper Darby, Pa.	5 Maine
Weafer, Donald Francis, Jr.	Westwood, Mass.	5 Winthrop
Weiss, John David	Memphis, Tenn.	25 Appleton
Whitehurst, Calvin Stanley '68	Ettrick, Va.	10 Boody St.
Wilson, Barry Leslie	South Portland, Me.	ΔΣ House
Wilson, Peter Clinton	New London, Conn.	ΣΝ House
Wisniewski, Joseph Mark, Jr.	Manchester, N. H.	ZΨ House
Young, Norbert Wilfred, Jr.	Pittsfield, Me.	17 Moore
Young, Robert MacLeod, Jr.	Cumberland, Me.	AKΣ House

Directory of Students

Fall 1968 Semester

SOPHOMORES: Class of 1971

Abbott, Richard Newton, Jr.	<i>Natick, Mass.</i>	ΘΔΧ House
Adams, Stuart Henry, Jr.	<i>Washington, D. C.</i>	27 Winthrop
Adams, Walter Allen, III	<i>Seekonk, Mass.</i>	21 Maine
Albanese, John Duke	<i>East Providence, R. I.</i>	ZΨ House
Almy, Robert Christopher	<i>Malvern, Pa.</i>	BΘΠ House
Alt, Christopher Boyden	<i>Winchester, Mass.</i>	ΨΥ House
Amrol, John William	<i>Concord, N. H.</i>	BΘΠ House
Applin, Stewart George	<i>Saco, Me.</i>	B Coleman
Armstrong, Robert Weeks, III	<i>Winchester, Mass.</i>	20 Moore
Asatrian, John Walter	<i>Cranston, R. I.</i>	9 Appleton
Auditore, Gregory	<i>Arlington, Mass.</i>	BΘΠ House
Auer, Arthur Fredric	<i>Killingworth, Conn.</i>	D Coleman
Baker, James Patrick	<i>Franklin, Mass.</i>	13 Coleman
Barnes, Parker Loring, Jr.	<i>Lincoln, Me.</i>	23 Coleman
Barnhart, Peter Douglas	<i>Ambler, Pa.</i>	ΦΔΨ House
Bass, John Russell, II	<i>Wilton, Me.</i>	ΨΥ House
Batt, Charles Andrew	<i>Glens Falls, N. Y.</i>	23 Moore
Beaudoin, Roland	<i>Sanford, Me.</i>	4 Winthrop
Beckler, William Arthur, III	<i>Walpole, Mass.</i>	27 Appleton
Beckwith, Joel	<i>Concord, Mass.</i>	13 Winthrop
Beem, Gary Preston	<i>New Britain, Conn.</i>	27 Coleman
Belcher, George Ambrose, Jr.	<i>Somerset, Mass.</i>	BΘΠ House
Bell, Joel Mitchell	<i>Bridgeport, Conn.</i>	AΔΦ House
Benson, John Wallace	<i>Whitman, Mass.</i>	BΘΠ House
Bergeron, Robert Joseph	<i>Lewiston, Me.</i>	B Coleman
Berreth, David Scott	<i>Warminster, Pa.</i>	BΘΠ House
Bevan, Roger Sawyer	<i>Lexington, Mass.</i>	XΨ Lodge
Bird, Douglas Emery	<i>Waterville, Me.</i>	9 Winthrop
Blackburn, William Stewart	<i>Medomak, Me.</i>	9 Coleman
Blake, Arthur Frederick	<i>Basking Ridge, N. J.</i>	D Coleman
Blesoff, Marc Samuel	<i>Medford, Mass.</i>	26 Maine
Block, James Donald	<i>Bloomington, Minn.</i>	21 Maine
Bolduc, Raymond Noel	<i>Skowhegan, Me.</i>	ZΨ House
Bond, Charles Cameron, Jr.	<i>Saco, Me.</i>	ZΨ House
Bradeen, David Alan	<i>Cincinnati, Ohio</i>	20 Moore
Branting, William Sumner	<i>Exeter, N. H.</i>	31 Appleton
Breed, Richard Phillips, III	<i>Swampscott, Mass.</i>	ΔKE House
Brewer, John Michael	<i>Copake, N. Y.</i>	APY House
Briggs, Gary Christian	<i>Mahtomedi, Minn.</i>	ΔKE House

Directory of Students

Brown, Bruce Row, Jr.	Framingham Center, Mass.	29 Appleton
Bubier, Thomas Atwood	West Acton, Mass.	APY House
Buckley, Stephen, Jr.	Boston, Mass.	BΘΠ House
Burrage, Frederick Robinson	Cape Elizabeth, Me.	30 Hyde
Butler, Eldridge	Mt. Vernon, Ala.	29 Moore
Campbell, David William	Canton, Mass.	ΣN House
Canfield, Wesley Kenneth	Clinton, N. Y.	ΔΣ House
Cappellini, Alfred John, Jr.	North Weymouth, Mass.	BΘΠ House
Caras, Richard Alan	Swampscott, Mass.	BΘΠ House
Carey, Stephen Joseph	Jamaica Plain, Mass.	BΘΠ House
Carey, Stephen Scott	Holden, Mass.	27 Coleman
Carey, Thomas Stephen	Rumford, Me.	AKΣ House
Carpenter, Robert Brent	Newton Highlands, Mass.	23 Maine
Carter, Steven Chandler	West Upton, Mass.	ΔKE House
Casey, Dennis John	Melrose, Mass.	11 Maine
Charity, Carlton Terrell	Richmond, Va.	ΦΔΨ House
Chase, Leon Grover, II '70	Belmont, Mass.	36 Longfellow Ave.
Chase, Lloyd Wesley	Norridgewock, Me.	5 Appleton
Chase, Mark Irwin	Enfield, N. H.	30 Appleton
Chouinard, Raymond Arthur	Beverly, Mass.	18 Moore
Cohan, Lawrence David	Merrick, L. I., N. Y.	APY House
Cook, John Frederick, Jr.	Little Silver, N. J.	AΔΦ House
Cooper, Michael David	Hallowell, Me.	BΘΠ House
Cornetta, John Mark	East Walpole, Mass.	XΨ Lodge
Cotton, Leonard Wright	Rye, N. Y.	ZΨ House
Coverdale, Miles, Jr.	Brookville, N. Y.	12 Appleton
Covill, Randall Jorde	Newburyport, Mass.	3 Coleman
Craig, John Hodgman, Jr.	Massapequa, N. Y.	ΘΔX House
Cuneo, Mark Loring	Kennebunk, Me.	11 Appleton
Cutten, Gordon Richard	Kittery, Me.	ΣN House
Darrow, James Dougal	Winnetka, Ill.	15 Moore
Dawe, Roger William	Swansea, Mass.	15 Coleman
Delaney, George Daniel	Pittsburgh, Pa.	ΦΔΨ House
Dematatis, Chris Gus	Washington, D. C.	9 Coleman
Demeter, Harry Dean	Boston, Mass.	ΔΣ House
Dennett, Douglas Edward	Dixfield, Me.	ΨΥ House
Dobbins, Albert Andrew	Reading, Mass.	ΔKE House
Donovan, Dana John	Toronto, Ont., Canada	ΔKE House
Drummond, Tucker Coffin	Falmouth, Me.	ΨΥ House

Directory of Students

Dunlap, Mark Elliot	<i>Skowhegan, Me.</i>	ΔΣ House
Edkins, Simon Pierpoint	<i>Lynnfield, Mass.</i>	31 Winthrop
Ellis, Peter Richard	<i>Seaford, L. I., N. Y.</i>	4 Winthrop
Ferreira, Anthony	<i>Swansea, Mass.</i>	15 Coleman
Finniss, James Vincent	<i>Salem, Mass.</i>	APY House
Fisher, Donald Lloyd	<i>Longmeadow, Mass.</i>	ΨΥ House
Fonville, John Seymour, Jr.	<i>Norfolk, Va.</i>	13 Moore
Forest, Nicholas Andrew	<i>Cedar Grove, Me.</i>	APY House
Foulkes, Richard Donald, Jr.	<i>Lynnfield, Mass.</i>	BΘΠ House
Frailey, Peter	<i>Concord, Mass.</i>	11 Coleman
Frederick, David Scott	<i>Glens Falls, N. Y.</i>	ZΨ House
Friedlander, Martin	<i>Woodbury, N. Y.</i>	ΔKE House
Fulchino, Stephen Andrew	<i>Everett, Mass.</i>	APY House
Gavett, Franklin Philip, Jr.	<i>South Portland, Me.</i>	7 Winthrop
Gibson, Peter Manning	<i>Salem, Mass.</i>	AKΣ House
Gilbert, Terrence Patrick	<i>Dexter, Me.</i>	APY House
Glinick, Stephen Ernest	<i>Islip, N. Y.</i>	25 Maine
Good, Carter Crittenden	<i>Washington, D. C.</i>	ΨΥ House
Good, Edward Matthew	<i>Warwick, R. I.</i>	BΘΠ House
Goralnick, Harold Mark	<i>Haverhill, Mass.</i>	ΔΣ House
Gordon, David Frank	<i>Lynn, Mass.</i>	26 Maine
Gordon, Stephen Reed	<i>Kennebunk, Me.</i>	ΔΣ House
Griggs, George Eastman, III	<i>Katonah, N. Y.</i>	ΦΔΨ House
Grimes, Gordon Francis	<i>Dover, N. H.</i>	ΔKE House
Haley, Mark Layton	<i>Andover, Mass.</i>	BΘΠ House
Hall, Robert Joseph, Jr.	<i>Cohasset, Mass.</i>	11 Coleman
Hanscom, Stephen Weston	<i>Sanford, Me.</i>	BΘΠ House
Harpin, William Charles	<i>Newport, R. I.</i>	8 Appleton
Hearne, Stephen Merrill '70	<i>Salisbury, Md.</i>	1 Hyde
Heller, James Michael	<i>Brockton, Mass.</i>	32 Moore
Hines, Ronald Leon	<i>New York, N. Y.</i>	C Coleman
Holmes, John Charles '70	<i>Cincinnati, Ohio</i>	XΨ Lodge
Huleatt, Thomas Robert, III	<i>West Hartford, Conn.</i>	ΔKE House
Hurd, Paul William, II	<i>Bath, Me.</i>	XΨ Lodge
Jackson, Michael Brooks	<i>Reading, Mass.</i>	32 Moore
Janson, Gregory Roger	<i>Winchester, Mass.</i>	ΦΔΨ House
Johnson, Kent William	<i>Fairfax, Va.</i>	29 Winthrop
Johnson, Robert Cecil, Jr.	<i>Roxbury, Mass.</i>	13 Moore
Johnson, Steven George	<i>Kennebunk, Me.</i>	29 Appleton
Jolles, Leonard Stephen	<i>Chestnut Hill, Mass.</i>	ΨΥ House
Keefe, Francis Joseph, Jr.	<i>Southboro, Mass.</i>	15 Moore
Keith, Thomas Montgomery	<i>Watertown, Mass.</i>	24 Coleman
Kelleher, Alfred Brian	<i>Pound Ridge, N. Y.</i>	ΨΥ House

Directory of Students

Keohane, John Joseph	<i>Arlington, Mass.</i>	31 Hyde
Kern, Stephen Bonney	<i>Portland, Me.</i>	ΨΥ House
Kessler, John Christian	<i>Falls Church, Va.</i>	C Coleman
Khoury, Johnny Pierre	<i>Jerusalem, Israel</i>	ΣΝ House
Korstad, Peter Alan	<i>Chevy Chase, Md.</i>	ZΨ House
Kouada, Issoufou	<i>Gaya, Niger</i>	11 C Sr. Center
Kullen, Robert Arthur	<i>Milton, Mass.</i>	BΘΠ House
LaDouceur, Guy Paul, Jr.	<i>Westbrook, Me.</i>	32 Appleton
LaFauci, David Michael	<i>Arlington, Mass.</i>	XΨ Lodge
Lagnado, Isaac	<i>Brooklyn, N. Y.</i>	9 Bowker St.
Lamprey, Robert James, III	<i>Moultonboro, N. H.</i>	AΔΦ House
Lancaster, Kevin Michael	<i>Hamilton, N. Y.</i>	APY House
Langerman, Frederick	<i>New Haven, Conn.</i>	ΘΔX House
Larrabee, Owen Wesley	<i>Lewiston, Me.</i>	10 Appleton
Lavery, James Michael	<i>Ossining, N. Y.</i>	31 Hyde
Legere, Robert Thomas	<i>Fitchburg, Mass.</i>	11 Appleton
LeGrow, Richard James	<i>North Reading, Mass.</i>	ZΨ House
Leonard, Richard Stockford	<i>Wellesley, Mass.</i>	27 Maine
Lever, William Hall	<i>Auburn, Me.</i>	12 Appleton
Levine, Bruce Clyde	<i>Silver Spring, Md.</i>	ΦΔΨ House
Linnell, Raymond, Jr.	<i>South Boston, Mass.</i>	BΘΠ House
Lockhart, Hugh William	<i>Madison, N. J.</i>	AΔΦ House
Loring, William Ellsworth, III	<i>Falmouth Foreside, Me.</i>	8 Appleton
Lovett, Herbert Joseph, Jr.	<i>Saugus, Mass.</i>	29 Winthrop
Lyman, David Blaine	<i>Medfield, Mass.</i>	ΔΣ House
McClellan, John Francis	<i>North Weymouth, Mass.</i>	BΘΠ House
McDonald, Patrick Joseph	<i>Ellsworth, Me.</i>	ΔΣ House
MacKinnon, Douglas Mark	<i>Lebanon, N. H.</i>	13 Coleman
McPhillips, John Cornelius	<i>Glens Falls, N. Y.</i>	ZΨ House
McQuater, Lindsay Tyrone	<i>Washington, D. C.</i>	27 Winthrop
Malcom, David Bliss	<i>Concord, Mass.</i>	25 Maine
Maloney, James Jeffrey	<i>Hanover, N. H.</i>	32 Appleton
Mandel, Thomas Nathan	<i>Larchmont, N. Y.</i>	27 Maine
Mann, Parker, Jr.	<i>Auburn, Me.</i>	ΣΝ House
Matthews, Stephen Gregory	<i>Canton, Mass.</i>	BΘΠ House
Mejstrick, Peter Francis	<i>Dover, N. J.</i>	ΘΔX House
Mellors, Robert Charles, Jr.	<i>Rye, N. Y.</i>	ZΨ House
Menning, William Michael	<i>Woodstock, Vt.</i>	3 Coleman
Meyer, Alan Phillip	<i>Natick, Mass.</i>	30 Appleton
Michelson, Michael	<i>Marblehead, Mass.</i>	XΨ Lodge
Mitchell, John Harley, Jr.	<i>Toronto, Ont., Canada</i>	AΔΦ House
Moran, William James	<i>Dorchester, Mass.</i>	ZΨ House

Directory of Students

Morell, Abelardo, Jr.	New York, N. Y.	14 Appleton
Moulton, Lee Clark	Cheshire, Conn.	5 Coleman
Mulcahy, Peter Harding	East Longmeadow, Mass.	ZΨ House
Munsey, Douglas Clifton, Jr.	Wiscasset, Me.	23 Moore
Murphy, John Dignam	Augusta, Me.	ΨY House
Murphy, Joseph Bruce	Manhasset, L. I., N. Y.	14 Appleton
Murray, David Ross	Waltham, Mass.	ΘΔX House
Murray, Robert Fulton, III	Brockton, Mass.	ΦΔΨ House
Nadeau, Michael Lawrence	Lewiston, Me.	15 Winthrop
Nelms, Jonathan Pryor	East Hartford, Conn.	2 Moore
Niekrash, Michael Constantine, Jr.	West Hartford, Conn.	31 Coleman
Norman, Stuart Roode, Jr.	Jewett City, Conn.	31 Coleman
Oakes, Stephen Francis	Holden, Mass.	5 Coleman
Ovenden, Geoffrey Bruce	Sherborn, Mass.	9 Winthrop
Packard, Stephen Charles	North Andover, Mass.	APY House
Pappalardo, Anthony John	Hingham, Mass.	AKΣ House
Parker, Mark Timothy	Auburn, Me.	ΔΣ House
Parsons, Timothy Judson	Brunswick, Me.	ZΨ House
Patrick, Donald Wayne	Palos Park, Ill.	ΔΣ House
Paulson, William Clifford	Washington, D. C.	ΨY House
Pearson, Walter George	Center Ossipee, N. H.	31 Appleton
Perantoni, Robert Dustan	Barre, Vt.	7 Appleton
Petrie, Robert Maxwell '69	Hingham, Mass.	270 Maine St.
Philipsborn, John Timothy	Washington, D. C.	ΨY House
Piasecki, Charles Joseph	Lynn, Mass.	AKΣ House
Pierce, Christopher Alden	Portland, Me.	ΨY House
Rathmell, Stephen Edward	Muncy, Pa.	BΘΠ House
Reed, James Roland	Wethersfield, Conn.	ΔKE House
Reilly, Neill Daniel	Manhasset, L. I., N. Y.	10 Appleton
Renner, William Beach, Jr.	Chappaqua, N. Y.	ΨY House
Reynolds, Kerry Gene	Cambridge, Me.	ΨY House
Reynolds, Michael Christopher	Jersey City, N. J.	ZΨ House
Richardson, Burton Jaastad	Greenland, N. H.	AKΣ House
Roberts, John Russell	Blackwell, Okla.	10 Coleman
Ryan, Kenneth David	Brunswick, Me.	ΨY House
Saunders, Richard Henry, III	Villanova, Pa.	13 Appleton
Schneider, James Harris	Briarcliff Manor, N. Y.	31 Hyde
Schuberth, Richard Edward	Bound Brook, N. J.	24 Coleman
Seekins, Milton Donald	Searsport, Me.	ΔΣ House

Directory of Students

Sewall, Gordon Ware	Winchester, Mass.	BΘΠ House
Sewall, Peter	Waterville, Me.	23 Maine
Sexton, Jeffrey Mitchell	Wellesley, Mass.	ΑΔΦ House
Shattuck, Edward Whittemore	Marblehead, Mass.	XΨ Lodge
Sheldon, George Gordon	Sharon, Mass.	ZΨ House
Sheridan, Brian Douglas	Essex Fells, N. J.	ΣN House
Simchak, Thomas MacLeod	Washington, D. C.	ΔΣ House
Smith, Geoffrey Hager	Plattsburgh, N. Y.	ΘΔX House
Snable, Roy David	Basking Ridge, N. J.	ΦΔΨ House
Spears, David Allan	Wilton, Conn.	ΘΔX House
Spencer, William Allen	Yarmouth Port, Mass.	XΨ Lodge
Steer, Phillip Ray	Melrose, Mass.	11 Maine
Stevens, Harold Burr, Jr.	Cheshire, Conn.	ΑΔΦ House
Stewart, Robert Gordon	Reading, Mass.	ΑPY House
Stewart, William Thomas	Portland, Me.	ΑPY House
Stupak, Joseph Alexander, Jr.	Needham, Mass.	BΘΠ House
Sweet, Julian Lockwood	Simsbury, Conn.	2 Moore
Talbot, John Michael	Waterville, Me.	AKΣ House
Taylor, Earl Roy	Chase City, Va.	17 Hyde
Terry, Richard Newman, Jr.	Amherst, N. Y.	30 Hyde
Thompson, Charles Edward	Lynnfield, Mass.	ΑΔΦ House
Thurlow, David Lawrence	Weeks Mills, Me.	10 Coleman
Toland, Benjamin Rush	Guilford, Conn.	ΨY House
Tsapatsaris, Nicholas Peter	Lowell, Mass.	ΔΣ House
Tullish, John Joseph, III	Hull, Mass.	AKΣ House
Turner, Robert Carroll	Skowhegan, Me.	19 Potter St.
Turner, Robert Nelson, Jr.	Bowdoinham, Me.	ZΨ House
Van Cott, George Frederick	Livingston, N. J.	ΑΔΦ House
Van Santvoord, Richard Nelson	Williamstown, Mass.	16 Appleton
Vaughn, William Joseph	Nashville, Tenn.	ΑPY House
Verrill, Ted Wright	Rockland, Me.	ZΨ House
Walker, George Marshall, II	Lunenburg, Mass.	XΨ Lodge
Walker, John Douglas	New Canaan, Conn.	ΨY House
Waring, Jeffrey Harrison	Brewer, Me.	ΨY House
Watkinson, Randal Edward	Owl's Head, Me.	ΣN House
Welch, Colby Davis	Lynnfield, Mass.	XΨ Lodge
Wheeler, Thomas Brooks	Wayland, Mass.	16 Appleton
Whitcomb, Frederic Colby	Swampscott, Mass.	ΔKE House
Wick, Charles Dearborn	East Greenwich, R. I.	27 Appleton
Wight, John Noel	South Groveland, Mass.	ΔΣ House
Wiley, Paul Henry	New Haven, Conn.	ΑΔΦ House
Williams, Craig Whitcomb	Portland, Me.	ΑΔΦ House
Wilson, Richard Alan	Portland, Conn.	ΔΣ House

Directory of Students

Winchell, Hobart Oakes	<i>Lincoln, Mass.</i>	ΨΥ House
Wiswell, Andrew Muller, Jr.	<i>Bronxville, N. Y.</i>	13 Appleton
Woodward, Donald Emery	<i>Dallas, Tex.</i>	ΑΔΦ House
Worrick, Philip Gordon, Jr.	<i>Hingham, Mass.</i>	ΒΘΠ House
Zikorus, Frederick Tilton	<i>Needham, Mass.</i>	ΒΘΠ House
Zimman, Michael Alan	<i>Marblehead, Mass.</i>	ΑΚΣ House

Fall 1968 Semester

FRESHMEN: Class of 1972

Adams, Edwin Ellsworth	<i>Brooklyn, N. Y.</i>	2 Winthrop
Barry, John Francis	<i>Lynnfield, Mass.</i>	28 Moore
Bassett, Robert Lawrence	<i>Lowell, Mass.</i>	2 Winthrop
Bastable, Philip Britton	<i>Dorchester, Mass.</i>	4 Appleton
Bell, Harvey Ira '71	<i>Lewiston, Me.</i>	ΦΔΨ House
Bell, Kenneth Deane, Jr.	<i>Bethany, Conn.</i>	25 Coleman
Bisson, Stephen Joseph	<i>Mexico, Me.</i>	21 Hyde
Bloom, Arthur Herman	<i>Newark, N. J.</i>	16 Hyde
Bouchard, Roy James	<i>Caribou, Me.</i>	3 Hyde
Bradford, John Additon	<i>Bangor, Me.</i>	2 Maine
Bradley, John Colton, Jr.	<i>Westwood, Mass.</i>	10 Maine
Bradshaw, David James	<i>Haverhill, Mass.</i>	12 Coleman
Brennan, Michael Joseph	<i>Portland, Me.</i>	28 Winthrop
Bucci, Anthony Samuel, Jr.	<i>Cos Cob, Conn.</i>	28 Hyde
Buchman, Timothy Henry	<i>New York, N. Y.</i>	6 Coleman
Buckland, Robert Dix	<i>Swampscott, Mass.</i>	5 Moore
Burke, James Edward	<i>Nanticoke, Pa.</i>	E Coleman
Burnett, James Stuart	<i>Hanover, N. H.</i>	4 Hyde
Burroughs, William Alfred	<i>Arlington, Mass.</i>	17 Coleman
Bushey, Gerald Blair	<i>Plattsburgh, N. Y.</i>	24 Appleton
Bushey, Michael Wesley	<i>Framingham, Mass.</i>	24 Maine
Butcher, George Hench, III	<i>Washington, D. C.</i>	7 Coleman
Butters, Roger Alan	<i>Corry, Pa.</i>	13 Hyde
Callender, Daniel William	<i>Dover, N. H.</i>	12 Hyde
Campbell, Alan Scott	<i>Anson, Me.</i>	16 Moore
Campbell, Endres Mac, Jr.	<i>Wilton, Conn.</i>	18 Appleton
Campbell, Stephen Colin	<i>Norway, Me.</i>	7 Hyde
Carbonneau, Thomas Edgar	<i>Van Buren, Me.</i>	32 Maine
Carroll, Robert James, Jr.	<i>Larchmont, N. Y.</i>	24 Moore
Casper, Richard Henry	<i>Homewood, Ill.</i>	8 Winthrop
Cassidy, Thomas Joseph	<i>West Roxbury, Mass.</i>	3 Moore
Challberg, Mark Dennis	<i>Seoul, Korea</i>	4 Appleton

Directory of Students

Clenott, Matthew Edward	Portland, Me.	E Coleman
Coffin, James Lincoln	Lexington, Mass.	24 Hyde
Cogger, Craig George	East Hartford, Conn.	5 Hyde
Cohen, Richard Alan	Portland, Me.	18 Winthrop
Conover, Roger Lloyd	Quaker Hill, Conn.	14 Winthrop
Corey, Giles Grant	Honolulu, Hawaii	9 Moore
Costello, Joseph Patrick	Jamaica Plain, Mass.	24 Moore
Craven, Paul Francis	Chelmsford, Mass.	26 Appleton
Cross, Peter Melvin	Brunswick, Me.	5 Hyde
Crowther, Douglas Howard	Edina, Minn.	14 Hyde
Curran, Stephen Andrew	Bangor, Me.	26 Moore
Curtis, Randall Kingman	Washington, D. C.	20 Maine
Cusack, Joseph Martin	Natick, Mass.	9 Hyde
Cusick, Frederick Leo	Wellesley Hills, Mass.	16 Hyde
Dabrowski, Russell Clement	Short Hills, N. J.	24 Winthrop
DeFuria, Joseph William, Jr.	Wallingford, Pa.	25 Coleman
DeMoya, Albert Joseph	Paterson, N. J.	31 Maine
Detering, Mark Emil	Cranford, N. J.	26 Winthrop
Detweiler, John Shelley	Bedford, N. Y.	22 Winthrop
DeVasto, Stephen Anthony	Milton, Mass.	3 Hyde
DiCara, Vincent Anthony	Dorchester, Mass.	23 Hyde
Donahue, Charles, Jr.	Washington, D. C.	28 Hyde
Doughty, Barry Presscott	Brunswick, Me.	2 Coleman
Dowd, Edward Bernard	Framingham, Mass.	20 Coleman
Drummond, Jeffrey Newell	Falmouth, Me.	16 Maine
Eliason, Roger Dean	Richfield, Minn.	16 Maine
Fasulo, David Frank	Portland, Me.	8 Maine
Fay, Stephen Andrew	Hudson, Ohio	14 Coleman
Fendler, Stephen Daniel	Newport, Me.	28 Moore
Fensterstock, Blair Courtney	New York, N. Y.	3 Appleton
Finos, Ralph Peter	New Hartford, N. Y.	20 Hyde
Fitzpatrick, James Henry	Hopkinton, Mass.	F Coleman
Fitzsimmons, William Gerald	West Roxbury, Mass.	18 Maine
Flora, Dale Butler	Hazelwood, Mo.	21 Moore
Foley, Robert James	Plymouth, N. H.	10 Hyde
Friedland, Robert Martin	Hingham, Mass.	20 Appleton
Friedlander, Thomas Roy	Augusta, Me.	26 Coleman
Fudge, Richard Earl	East Orange, N. J.	4 Maine
Gandolfi, James Brian	Sagamore, Mass.	26 Winthrop
Garabedian, Thomas John	East Hartford, Conn.	19 Appleton
Georgitis, John Wilson	Orono, Me.	9 Maine
Germain, Andrew Groden	Stamford, Conn.	24 Appleton
Gilmore, Daniel Joseph, III	Franklin, Mass.	25 Hyde

Directory of Students

Godfrey, Charles Logan	<i>Reading, Mass.</i>	32 Hyde
Goldman, Charles Mitchell	<i>Jericho, N. Y.</i>	24 Maine
Goodhue, Stephen Kenneth	<i>Ipswich, Mass.</i>	16 Coleman
Gordon, Stephen Paul	<i>North Jay, Me.</i>	26 Hyde
Gormley, Stephen Francis	<i>Houlton, Me.</i>	6 Hyde
Griffing, Stanton Clarke	<i>Great Falls, Mont.</i>	16 Moore
Guerin, Paul Robert	<i>Biddeford, Me.</i>	28 Coleman
Haffiz, Aubrey Arnold	<i>Paterson, N. J.</i>	26 Hyde
Hale, William Taylor	<i>Elmira, N. Y.</i>	12 Moore
Hallee, Gary John	<i>Waterville, Me.</i>	22 Maine
Hamblen, William Raye	<i>Norwalk, Conn.</i>	9 Hyde
Hamson, John Joseph	<i>Lynn, Mass.</i>	6 Hyde
Hardej, Richard Anthony	<i>Georgetown, Conn.</i>	6 Maine
Harring, Dean Kenneth	<i>Danvers, Mass.</i>	4 Coleman
Harrington, Charles Stephen	<i>Pawling, N. Y.</i>	14 Moore
Harrison, Thomas George	<i>Bucksport, Me.</i>	17 Coleman
Hastings, David Robinson, III	<i>Fryeburg, Me.</i>	12 Hyde
Hastings, Michael Morgan	<i>Newton, Mass.</i>	18 Hyde
Hayward, Charles Evans	<i>Bridgton, Me.</i>	7 Moore
Heinlein, Marc Justin	<i>New York, N. Y.</i>	29 Coleman
Hepburn, William George, Jr.	<i>Norridgewock, Me.</i>	6 Moore
Hess, Peter Neal	<i>Yarmouth, Me.</i>	28 Maine
Hill, Robert Page	<i>Kittery, Me.</i>	13 Hyde
Holmes, Stephen Oliver	<i>Portland, Me.</i>	12 Moore
Horwitz, Stephen Thomas	<i>Indianapolis, Ind.</i>	30 Moore
Huff, William Braid	<i>Reading, Mass.</i>	30 Maine
Hunter, Matthew Hilry	<i>Savannah, Ga.</i>	9 Maine
Hunter, Richard Edward James	<i>Huntingdon, Pa.</i>	3 Moore
Huszonek, John Joseph	<i>Portland, Me.</i>	3 Hyde
Kaiser, Julian Stevens, Jr.	<i>Andover, Mass.</i>	19 Winthrop
Kaplan, Glenn Scott	<i>Portland, Me.</i>	16 Winthrop
Kaplan, Lawrence Charles	<i>Newton Centre, Mass.</i>	32 Coleman
Kaufman, Matthew Robert	<i>Marblehead, Mass.</i>	25 Winthrop
Kimball, Richard Gardner	<i>Winchester, Mass.</i>	11 Moore
Kimball, Wayne Scott	<i>Portland, Me.</i>	25 Moore
King, Coleman Edward	<i>Brockton, Mass.</i>	29 Coleman
Knerly, Stephen John, Jr.	<i>Willoughby, Ohio</i>	3 Maine
Lade, Donald Stewart	<i>Weston, Conn.</i>	14 Coleman
Lake, Andrew William	<i>East Millinocket, Me.</i>	6 Coleman
Lambie, Frederic Williams	<i>Lexington, Mass.</i>	24 Hyde
LaPointe, Steven Michael	<i>Skowhegan, Me.</i>	5 Appleton
Lattanzi, Ottavio	<i>Watertown, Mass.</i>	27 Moore
Lee, Harvey Thompson	<i>Newark, N. J.</i>	6 Winthrop

Directory of Students

Lefferts, James Linden	Rochester, N. Y.	23 Hyde
Leighton, Alton Mahlon, Jr.	Cherryfield, Me.	12 Maine
Lemay, Charles Joseph	Manchester, N. H.	16 Coleman
Levin, Andrew Victor	West Newton, Mass.	10 Winthrop
Lewis, Mark Henry	Framingham, Mass.	F Coleman
Licata, William Michael	Revere, Mass.	2 Hyde
Lochte, Robert Henry	Nashville, Tenn.	25 Moore
Locke, John Fortin '70	Newtonville, Mass.	ΑΔΦ House
Loeffler, William David	Avon, Conn.	2 Maine
Lowry, Donald Bruce	Lebanon, N. H.	10 Hyde
Ludmerer, Richard Craig	Long Beach, Calif.	14 Winthrop
Luhrs, George Houston	Lexington, Mass.	20 Appleton
McIntosh, Louis Hall	Dover, N. H.	22 Hyde
MacIntyre, Steven Edmund	Greenville, Del.	3 Appleton
Michael		
Macioci, Edward Joseph	Cranston, R. I.	11 Hyde
McKenna, Robert Wayne	Cranston, R. I.	11 Hyde
McQuater, Gregory Vaughn	Washington, D. C.	6 Winthrop
Malcolm, Allen Fraker	Summit, N. J.	6 Maine
Marvin, George Rowe	Manset, Me.	8 Hyde
Mayes, John Oliver, III	Sunbury, Pa.	6 Appleton
Meehan, Luke Jeffrey	Chicopee, Mass.	21 Coleman
Melvin, Scott Hamlin	Farmington, Conn.	21 Hyde
Meservey, William Roger	Charlton City, Mass.	12 Coleman
Mesrobian, Alexander Leon	Methuen, Mass.	7 Hyde
Miller, Lewis Howard	Roslindale, Mass.	32 Winthrop
Mills, Barry	Warwick, R. I.	22 Moore
Mirchel, Andrew Christian	Port Washington, N. Y.	
Francis		10 Winthrop
Morgan, David Richards	North Haven, Conn.	28 Appleton
Moriarty, Stephen Wilde	Auburn, Me.	27 Hyde
Morris, Stephen Alfred	Yarmouth, Me.	19 Hyde
Murphy, Thomas Burns	Concord, Mass.	8 Maine
Myers, John Lewis	Allison Park, Pa.	19 Winthrop
Nadeau, Philip Gerald	Duplessis County, P. Q., Canada	
		18 Maine
Nelson, Steven Franklin	West Hartford, Conn.	29 Hyde
Nevens, Gregory Warner	Glencoe, Md.	28 Appleton
Newman, James Jacob	Dupont, Pa.	2 Coleman
Nimon, Anthony Norman	Oakland, Me.	29 Maine
Noel, David Bobbitt, Jr.	Dallas, Tex.	20 Winthrop
Nowell, Frederick Nichols, III	Andover, Mass.	20 Maine
O'Connell, Barry Stephen	New York, N. Y.	14 Maine

Directory of Students

O'Keefe, Dennis Gene	Dalton, Mass.	22 Coleman
Outhuse, Russell Kimball	Limerick, Me.	20 Coleman
Parashes, Peter	Glen Cove, N. Y.	32 Hyde
Parasiliti, Richard Scott	Jamestown, N. Y.	8 Winthrop
Parsons, John Hopkins	Arlington, Va.	16 Winthrop
Patch, Edward Francis	Saugus, Mass.	14 Hyde
Peachy, Nicholas	Portland, Ore.	26 Moore
Pearce, David Duane	Falmouth, Me.	28 Winthrop
Perlino, Michael Anthony	Buffalo, N. Y.	13 Maine
Petersante, David	Framingham, Mass.	32 Maine
Pilot, Robert Louis	Bangor, Me.	9 Hyde
Pines, Philip Jacques	Limestone, Me.	32 Winthrop
Piper, Jonathan Simms	Williamstown, Mass.	3 Winthrop
Pipinias, John	Old Orchard Beach, Me.	19 Appleton
Plourde, Tommy Robert	Caribou, Me.	10 Moore
Potter, David Lee	Warwick, R. I.	22 Moore
Poulin, Paul Frederick	Waterville, Me.	18 Coleman
Progin, Thomas Paul	Fitchburg, Mass.	20 Hyde
Quinn, Bowden Stanley	Noank, Conn.	21 Winthrop
Raabe, Theodore Ingram	Westfield, N. J.	7 Moore
Raymond, Whitaker Hall	Princeton, N. J.	14 Moore
Reader, Charles David, Jr.	New York, N. Y.	22 Hyde
Rehder, Alfred Luis	Washington, D. C.	10 Maine
Reicher, Andrew Jed	Syracuse, N. Y.	21 Moore
Reid, Stephen David	Randolph, Vt.	4 Hyde
Renear, Allen Hume	Carmichael, Calif.	4 Maine
Rhodes, John Arthur	Glens Falls, N. Y.	5 Moore
Rice, Richard Everett	Lexington, Mass.	30 Coleman
Rice, Thomas Collins	East Holden, Me.	18 Coleman
Robbins, Fredric Mack	N. Miami Beach, Fla.	4 Moore
Robinson, Peter Blaine	Glens Falls, N. Y.	21 Coleman
Ronty, Paul, Jr.	Weston, Mass.	21 Hyde
Root, John Gower, Jr.	Jackson Heights, N. Y.	28 Coleman
Rosso, Brian Francis	Feeding Hills, Mass.	19 Hyde
Roumas, John Anthony	Hudson, Mass.	20 Winthrop
Rourke, Stephen Ralph	Portland, Me.	14 Maine
Rucker, Stephen Alfonso	Washington, D. C.	6 Moore
Rudy, Howard Lawrence	Portland, Me.	30 Coleman
Ryan, Michael Anthony	Satellite Beach, Fla.	18 Appleton
Sadoski, Richard Dana	Salem, Mass.	4 Moore
Salmon, David Angus	Nashville, Tenn.	8 Moore

Directory of Students

Sampson, David Ashmore	<i>Lexington, Mass.</i>	3	Maine
Sato, Sam Edwin	<i>Willoughby, Ohio</i>	12	Winthrop
Schmitzer, Frank Wolfgang, Jr.	<i>Tustin, Calif.</i>	2	Appleton
Sheehan, David Francis	<i>South Weymouth, Mass.</i>	8	Moore
Sheehy, Robert Francis	<i>Roslyn, N. Y.</i>	4	Coleman
Shew, Warren Wallace, III	<i>Princeton, N. J.</i>	30	Maine
Shugert, John McClare	<i>Pepperell, Mass.</i>	18	Hyde
Smith, Jonathan Stephen	<i>Concord, Mass.</i>	29	Hyde
Smith, Michael Kevin	<i>North Scituate, R. I.</i>	27	Moore
Sortevik, Steven Roger	<i>Norwood, Mass.</i>	11	Hyde
Sperling, David Herschel	<i>Bethesda, Md.</i>	31	Maine
Sterling, James Avery	<i>New Canaan, Conn.</i>	8	Hyde
Stern, Andrew Lester	<i>West Newton, Mass.</i>	6	Appleton
Stern, Ernest Max	<i>Scarsdale, N. Y.</i>	7	Hyde
Stiffler, Harold Randall	<i>Macomb, Ill.</i>	3	Winthrop
Stonestrom, James Peter	<i>West Chester, Pa.</i>	23	Hyde
Strong, Dana Ruxton	<i>Excelsior, Minn.</i>	11	Moore
Swick, John Edward	<i>Pittsburgh, Pa.</i>	19	Maine
Talbot, William Burrall, Jr.	<i>Machias, Me.</i>	13	Maine
Taylor, Cameron Clark	<i>Wilton, Conn.</i>	9	Moore
Taylor, Duane Richard	<i>Washington, D. C.</i>	7	Coleman
Theroux, Stephen Robert	<i>Warwick, R. I.</i>	8	Coleman
Thibeault, Paul Gerard	<i>Niskayuna, N. Y.</i>	19	Hyde
Thompson, Michael Harry	<i>Edina, Minn.</i>	29	Hyde
Tompkins, Arnold Rodney	<i>Washington, D. C.</i>	2	Hyde
Tonoli, Bernard Richard, Jr.	<i>Lewiston, Me.</i>	8	Coleman
Turner, Thomas David, III	<i>Norwalk, Conn.</i>	26	Appleton
Tzicas, Thomas	<i>Athens, Greece</i>	5	Hyde
Verrill, Dana Peter	<i>Rockland, Me.</i>	27	Hyde
Vickery, Charles Lawson, Jr.	<i>Hingham, Mass.</i>	22	Coleman
Walsh, Michael Harold	<i>Alameda, Calif.</i>	12	Maine
Walzer, James Harvey	<i>Denville, N. J.</i>	18	Winthrop
Washington, James Arthur	<i>Washington, D. C.</i>	29	Maine
Webster, Clifford Sewall	<i>Brunswick, Me.</i>	19	Hyde
Webster, William Thompson, Jr.	<i>Hallowell, Me.</i>	27	Hyde
Weissman, Daniel	<i>Brunswick, Me.</i>	24	Winthrop
Wendler, John Dale	<i>Riverside, R. I.</i>	12	Winthrop
Westfall, Donald Wilson	<i>Phoenix, Ariz.</i>	26	Coleman
Whitford, Edwin Santee	<i>Providence, R. I.</i>	28	Maine
Wilbur, Peter Budlong	<i>Cranston, R. I.</i>	25	Winthrop
Wirzbicki, John Chester	<i>Hartford, Conn.</i>	10	Moore
Woodcock, John Alden, Jr.	<i>Bangor, Me.</i>	32	Coleman

Directory of Students

Wourgiotis, Thomas G	Lowell, Mass.	30 Moore
Yassin, Mohamed Abdillahi	Mogadiscio, Somali Republic	22 Maine
Yaw, Campbell Stewart	Cedar Rapids, Iowa	21 Winthrop
Young, Carleton Clark, III	Old Town, Me.	25 Hyde
Zeamer, Richard Warwick	Philadelphia, Pa.	22 Winthrop

Fall 1968 Semester

SPECIAL STUDENTS

*Cederberg, Tord Johannes	Staffanstorp, Sweden	ΒΘΠ House
*Frankenberg, Günter	Wilhelmshöhe, Germany	XΨ Lodge
*Kibsgaard, Jørgen	Hobro, Denmark	ΔKE House
*Lindblad, Thomas Jan	Västerås, Sweden	ΨΥ House
*Martin, Eric Wilhelm	Nacka, Sweden	ΑΡΥ House
*Meissner, Wolfgang	Berlin, Germany	ZΨ House
*Nobayashi, Takeshi	Osaka, Japan	ΦΔΨ House
*Papayiannis, Spyros Panayiotis	Thessaloniki, Greece	ΑΔΦ House
*Redman, David Paul	London, England	ΑΚΣ House
Sanford, Robert Carleton	Damariscotta, Me.	
	P.O. Box 574, Damariscotta	
*Svanqvist, Staffan Erik	Årjäng, Sweden	ΘΔΧ House
Vanhorn, Hubert Clyde	San Jose, Costa Rica	2 Appleton
Woodie, Kenneth Eugene	Gastonia, N. C.	110 Union St.

Students whose names are marked by an asterisk are "Special Students" attending Bowdoin under the terms of the "Bowdoin Plan," which is described on page 195.

Directory of Students

Candidates for the Master of Arts Degree

in the 1968-1969 Academic Year Institute in Mathematics
supported by the National Science Foundation

Beach, Jeannette Holmes	Noank, Conn. L-2 Brunswick Apts.
Choate, Jonathan	Groton, Mass. 10 Cleaveland St.
Elliott, William Charles	Cortland, N. Y. 14 Merrymeeting Rd.
Munro, Andrew Duane	Seattle, Wash. 32 Federal St.
Nichols, Robert Charles	North Pole, Alaska 19 Garden Lane
Schwairy, William Joseph	Denver, Colo. 5 Longfellow Ave.
Swanson, Norman Lane	Ipswich, Mass. Governor King Apts. No. 2, Bath
True, Michael David	Portland, Me. 37 Arlington St., Portland
Waller, Phillip Holland	Crawfordsville, Ind. 12 Minat Ave.
Weskerna, Robert Anthony	Corning, N. Y. 61 Linnhaven Trailer Park

The Academic Year Institute in Mathematics is described on page 137.

Student Enrolled at Massachusetts Institute of Technology under The Bowdoin-M.I.T. Two-Degree Plan

Cary, John Doble

Enrollment by Classes and by States

FALL 1968 SEMESTER

Numerical Summary of Students

Class of 1972	244	Class of 1964	1
Class of 1971	248	Specials	13
Class of 1970	208	Jr. Yr. Away	9
Class of 1969	222		
Class of 1968	6	Candidates for A.M.	
Class of 1967	2	Degree in NSF Aca-	
Class of 1966	1	demic Year Institute	10
Class of 1965	1		<hr/> 965

Directory of Students

Geographical Distribution

Massachusetts	300	Montana	1
Maine	213	New Mexico	1
New York	96	North Carolina	1
Connecticut	79	Oklahoma	1
New Jersey	44	South Carolina	1
New Hampshire	30	Washington	1
Pennsylvania	28		
Rhode Island	28		
District of Columbia	19	<i>Foreign Countries:</i>	
Virginia	11		
Ohio	10	Canada	4
Maryland	9	Colombia	1
Illinois	7	Costa Rica	1
Minnesota	7	Denmark	1
Vermont	7	England	1
California	6	Germany	2
Missouri	5	Greece	2
Tennessee	5	Guatemala	1
Colorado	3	India	1
Delaware	3	Israel	1
Florida	3	Japan	1
Oregon	3	Korea	1
Texas	3	Malaysia	1
Hawaii	2	Niger	1
Indiana	2	St. Kitts	1
Wisconsin	2	Sierra Leone	1
Alabama	1	Somali Republic	1
Alaska	1	Sweden	5
Arizona	1	Uruguay	1
Georgia	1	Zambia	1
Iowa	1		<hr/> 965

Directory of Students

The following students, whose names do not appear in the Directory of Students in the Catalogue for 1967-1968, attended Bowdoin during the Spring 1968 Semester:

Arnold, DeWitt Russell '68	<i>Freeport, Me.</i>
Carey, Stephen Scott '71	<i>Holden, Mass.</i>
Cook, James Gregory (Bowdoin Plan)	<i>Willowdale, Ont., Canada</i>
Kouada, Issoufou '71	<i>Gaya, Niger</i>
Lagnado, Isaac '71	<i>Brooklyn, N. Y.</i>
Milici, Kenneth Francis '68	<i>Glencoe, Ill.</i>
Prouty, Alan Stewart (Special)	<i>Norwell, Mass.</i>

